UNESCO

1992-1993

Programmes and Priorities

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3 Setting the stage

9 Education

23 Science

31 Culture

43 Communication

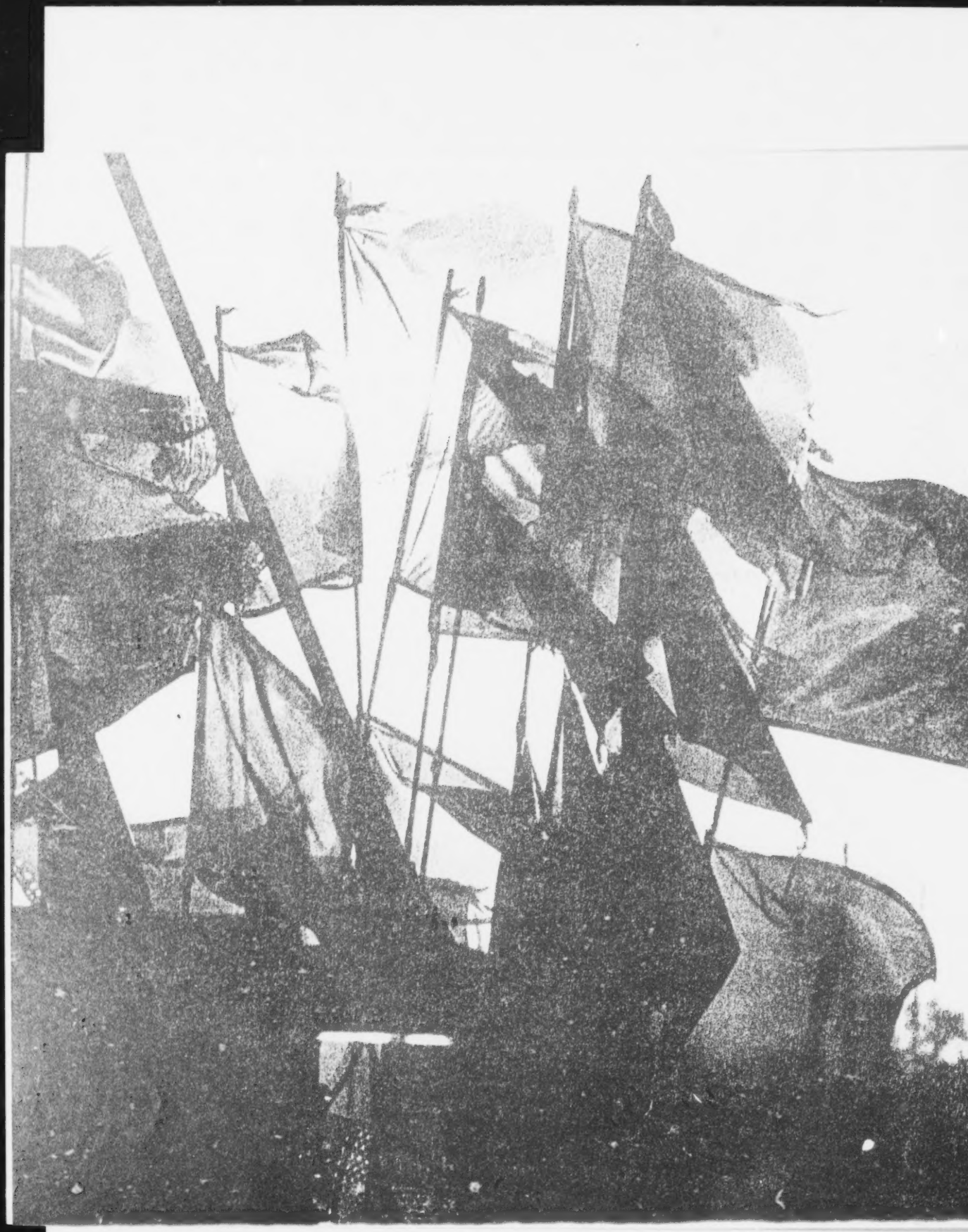
53 Social Sciences and development

61 Peace, human rights and democracy

67 Information, libraries, publications

70 Conclusion

72 Budget summary



Why this brochure?

THIS brochure is designed to answer the question 'What are UNESCO's current programmes and priorities?' The approach is deliberately selective and condensed. We have described only a few activities from each programme area rather than provide a long and exhaustive catalogue of projects.

In putting these programme highlights together we have assumed a broad but busy readership: policy makers, heads of academic, professional, scientific and cultural institutions, top executives in the economic and social spheres, members of intergovernmental and non-governmental organizations, and the media. Should readers wish to receive more detailed information about any part of UNESCO's activities or budget, they are invited to contact UNESCO Headquarters or any UNESCO field office.

UNESCO's mission

When the founding fathers of the United Nations Educational Scientific and Cultural Organization met in 1945, the world was recovering from two devastating wars. The old order lay in ruins, with many of its economic and political institutions shattered or in disarray. From these ashes arose the so-called Cold War era, characterized by ideological tension, the arms race and the fear of nuclear annihilation. Despite the darkness and destruction around them, the founding fathers who met in London had a vision of the dawn: they believed that conflicts could be prevented through the spread of knowledge and through international cooperation. This would be UNESCO's special mission.

'Since wars begin in the minds of men,' they wrote in UNESCO's Constitution, 'it is in the minds of men that the defences of peace must be constructed.' The Organization had been set up, they went on to say, 'for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and the common welfare of mankind for which the United Nations was established and which its Charter proclaims'.

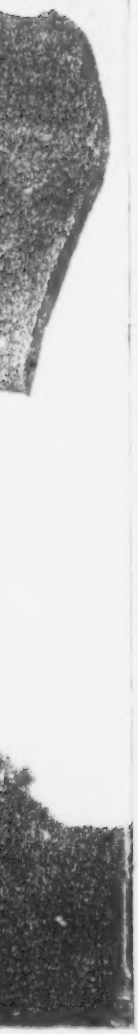
In the more than four decades separating the postwar era from ours, these words have informed the work and ideals of the Organization in each of its chosen fields of competence: education, science, culture, communication.

The international context

Today UNESCO is 47 years old, an age when institutions – like individuals – must either respond with enthusiasm and resourcefulness to the challenges of the day or risk being pushed to the sidelines as something old and irrelevant. The world of the 1990s is subject to changes more powerful and rapid than at any time in recorded history. It bears little resemblance to the postwar era and little even to the recent past when the global order seemed defined in ideological terms of 'developed versus underdeveloped' or 'planned versus market' economies.

As of January 1993, UNESCO's membership stood at 170, an increase of fourteen countries in only four years, with more applications to come. This is the result of a shifting political environment in which popular aspirations have redefined the nation state, totalitarianism is in retreat, and the East-West conflict is no longer the predominant feature of the political landscape. There is a world-wide move towards such common values as respect for human rights and pluralist democracy as well as recognition of the need for ensuring a more equitable distribution of the fruits of economic progress and of the important role that private initiatives can play.

At the same time, population pressures have created enormous strains on both the physical and the social environment, so that existing institutions – especially in the poorer countries – are unable to meet demands for food, basic health care and education, housing, transportation or employment. Today's population of 5.3 billion could grow to 12 billion by the next century. Although a transition from high birth rates to low ones will not in itself promote development, it is equally



Forty-seven years after its founding, UNESCO can count 170 member countries.

true that without such a move, sustainable development and the alleviation of poverty are unlikely to be achieved.

Inseparable from population pressures and poverty is the question of environmental degradation. For the first time the world community of scientists and economists is trying to address systematically the impact of human activities on the planet's natural systems. Unchecked population growth, increasing poverty and uncontrolled development may lead us to destroy our own resource base. The life-styles of industrial societies, the clearing of forests to provide more firewood, timber and agricultural land, the burning of coal and other fossil fuels that contribute to the so-called 'greenhouse effect' and are destroying the ozone layer – all are implicated.

The United Nations Conference on Environment and Development (UNCED) that met in Brazil in June 1992, looked at the relationship between environmental degradation, poverty and development and has highlighted the extent of our global interdependence in terms of cause and effect on both economic and environmental policies. Climate change, conservation of marine and land resources, ozone depletion, deforestation, desertification, natural disasters and loss of biodiversity: it is clear that major reforms and international cooperation are crucial if we are to cope with these planetary issues and threats during the 1990s.

2

In the past there was a tendency to believe that development, like progress, was a linear process, and that the solution to the planet's ills and imbalances was a relatively simple matter of transferring capital or technology from one place to another. Now, however, we have come to appreciate that even if the right social, economic, political and especially cultural conditions are all present, the mix may not be adequate to sustain development. The mere acquisition of technology, for instance, without an understanding of its nature and purpose, is of little value; to be useful in a new context, it must be nurtured and maintained. That is why UNESCO places such a premium on knowledge, appropriate training and cultural awareness as the necessary paths to human development.

In his 'Agenda for Peace', the United Nations Secretary-General Butros Butros Ghali has emphasized the importance of 'peace-building' as the best investment in the future. By taking preventive measures no – to curb population growth, to overcome poverty a ignorance, to encourage sustainable development, give access to, and to share, knowledge – we may avo the much heavier costs incurred for 'peace-keepin later. Nonetheless, building a better future is a lon term proposition: we must think and act boldly, yet wi great patience, if we are to change the way people thin

New opportunities

Times of trouble are also times of opportunity, hov ever. UNESCO – with its special mandate that embrac all countries and all domains of knowledge – is in unique position to foster new forms of internation cooperation and commitment in facing these comm challenges. Rich and poor alike must see that surviv is a common interest requiring new solidarities and pa nerships. We must learn to care, and to share, so th together we can find ways to make growth compatib with preservation of the environment.

UNESCO's mission is cultural and educatio al – to promote research and training; to assist in esta lishing and operating institutions dedicated to educ tion, research and cultural development; to he countries to formulate national policies that will achie these goals; to stimulate debate on important topics; strengthen institutional capacity for research and trai ing so that countries and regions can find their ov paths to self-sufficiency rather than depend on import expertise; to foster intercultural dialogue and cross-c tural understanding; to set international standards; provide linkages and networking facilities that enhan the work of both individuals and institutions throu resource-sharing and community partnerships.

UNESCO is not a funding agency. Its intern budget – based on dues and contributions from me ber countries – is about $222 million annually, less th that of a medium-sized university in an industrializ country. Given the scope of UNESCO's programm the numbers of projects deserving support, and t urgency of the need in so many corners of the dev oping world, this money is literally a drop in the ocea What can be done and what is being done?

Less means more

One answer is to set goals, to fix priorities and to stick by them. UNESCO has defined a limited set of priorities, and it has greatly reduced the scope and numbers of programmes and activities being undertaken.

The consolidation effort is house-wide, demanding new efficiency in administrative procedures as well as concentration and coherence in how activities are carried out. For example, in 1992-1993, three groups have been targeted specifically as high priority beneficiaries of UNESCO's action: the least-developed countries of the world, African Member States, and women. In education, the natural and social sciences, culture and communication, UNESCO's sights are fixed primarily on these three groups.

At the same time, having systematically reduced the number of activities within each major programme area, UNESCO has also sought to broaden its approach to problem-solving. Multidisciplinary consultation and teamwork are encouraged: the different disciplinary 'sectors' of UNESCO pool resources and work together to design and implement their projects – whether for incorporating environmental education into school and university curricula, for giving women more control over decisions affecting their lives and well-being, or for strengthening institutions likely to promote the free flow of information and a more democratic exchange of ideas and experience. UNESCO strives for an integrated approach that cuts across disciplinary lines.

Building on our strengths: more and better partnerships

As an organization having a global reach and a multidisciplinary mandate, UNESCO enjoys a privileged position within the intellectual community. It has a long and rich experience in building institutional capacity and in developing networks to link individuals and institutions across the five continents. It can mobilize governments, agencies and centres of learning on behalf of development goals. And it can marshal the talents of outstanding individuals to serve humanity.

UNESCO's current programmes, as outlined here, show to what extent these existing linkages are providing the key to renewal and reform. Since the new directions result from the recommendations of UNESCO's own constituencies – Member States, intergovernmental bodies, international non-governmental organizations, regional representatives and field offices, Secretariat personnel, United Nations sister organizations, funding agencies and associated groups in the world intellectual and scientific communities – they are receiving broad support.

These partnerships will make greater demands on recipient institutions and countries. The decentralization of UNESCO's own operations will enhance the role of Member States' National Commissions and field units in carrying out research and implementing the programmes they themselves have said were important. At the same time, changing approaches to multilateral cooperation will lead national governments increasingly to call on UNESCO's advisory services for such 'upstream' assistance as sectoral surveys and project identification and evaluation.

UNESCO's forty-six field offices (see map) serve as conduits between the Secretariat in Paris, national authorities and the intellectual community. They seek active partnerships with United Nations sister organizations and they are instrumental in advising countries on project design and fund-raising opportunities, while feeding back information to Headquarters on Member States' needs and aspirations. Through its field units the Organization can be more responsive and more efficient in fulfilling its mandate.

Fortunately, the funds available for development projects have increased in recent years as have the number of agencies and foundations involved in such support. UNESCO is exploring every avenue of cooperation, public and private. These initiatives have already borne fruit: they are expected to attract some $250 million in extra-budgetary funds for the 1992-1993 biennium, compared with $230 million for 1990-1991 and only $200 million for 1988-1989.

Programme highlights

UNESCO's activities are divided into seven 'major programme areas' which are themselve down into sub-sections. Only the main divi presented here, however. They retain a discipli that reflects UNESCO's administrative struc not rigidly so. In addition to the focus on Africa and the least-developed countries common to e gramme area, integrated approaches are being across the entire spectrum of UNESCO's en

Here are the programme highlights presented in this brochure:

Education: a commitment to improving access to basic education, especially for girls and women and in rural areas, as well as to the eradication of illiteracy; help in adapting educational systems to the demands of the 21st century by encouraging innovation and renewal in curriculum design, teaching methods and the formulation of educational policy, with particular emphasis on higher education;

Science: priority is given to environmental concerns and to understanding the relationship between environmental sciences and the management of natural resources; also important are the upgrading of university education and the promotion of research in basic and engineering sciences;

Culture: emphasis on the cultural dimension development and on intercultural dialogue as prerequisite for peace-building; special attenti protection of the cultural, physical and natura heritage;

Communication: strengthening the free flow of ideas by word and image and improving communication capacity in the developing countries; a greater role for women through improved training and access;

Social sciences and development: improved training and research through networking, especially in the least-developed countries; strategies for integrating cultural and environmental factors into development and for coping with major social changes; population education and communication; a focus on philosophical and ethical issues related to science, technology and development;

Peace and human rights: priority to the preparation of teaching materials and conferences that foster international understanding, tolerance, and the consolidation of democratic processes.

In addition to these programme areas, we have included a chapter on UNESCO's publications, information services and database activities, plus a brief budget summary showing how much money has been allocated to each area of focus.

This list, like the brochure itself, presents only selected highlights from the total programme for 1992-1993. But it is representative of the kinds of activities that UNESCO supports and encourages, whether from Headquarters or field offices. Whatever their specific nature, the current programmes and priorities are inspired by UNESCO's definition of the major challenges before us: peace, human rights and democracy; environment and development.

Education is a process, not an enclosed space. Here, Ethiopians attend literacy classes in the open-air.

The heart of the matter

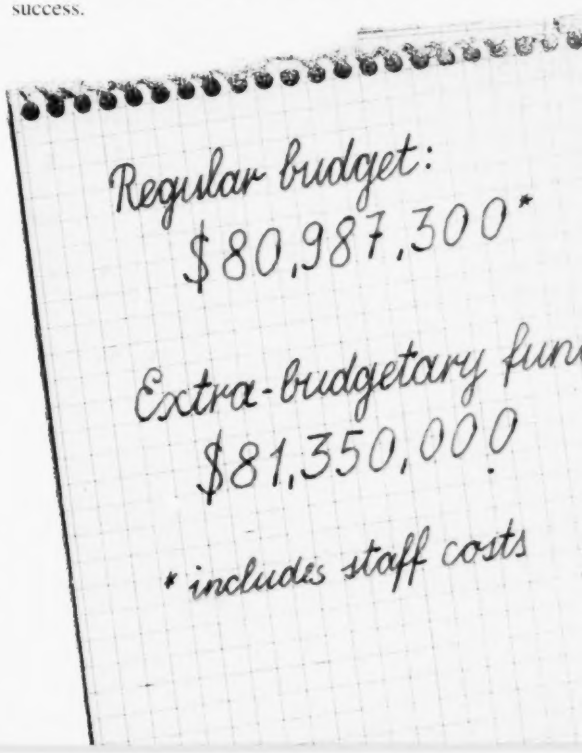
WITHOUT awareness, learning and knowledge – education in its broadest sense – there can be no economic, social or cultural development. That is why UNESCO is devoting the lion's share of its regular budget for 1992-1993 to the major programme area called Education for the Future: $80 million out of a total of $210 million. Moreover, as subsequent chapters will show, significant portions of all UNESCO's activities are educationally oriented. Whether directed at promoting human rights, building peace and democracy, transferring knowledge, constructing disaster-proof schools, protecting the environment, managing natural resources, linking computers and documentation centres, or enriching the national culture – each activity seeks to impart know-how, skills, competence and training indispensable in today's rapidly changing world. The true measure of UNESCO's educational attainments can only be taken by adding the different parts together.

During the 1992-1993 biennium, activities under the 'Education' banner cover three topics: basic education, the renewal of educational systems, and educational advancement and policy. These three pillars support a multi-faceted programme aimed at improving both the content of education and the physical, social and cultural environments in which learning takes place.

The first of these, with its two-pronged approach of reducing mass illiteracy by the year 2000 while promoting universal access to primary education and improving its quality, has been accorded absolute priority. Its budget for direct costs amounts to $8.5 million. In just six words, Article 26 of the Universal Declaration of Human Rights proclaims: 'Everyone has the right to education.' This simple but fundamental principle has guided UNESCO's work since 1948. The ability to read, write and perform elementary computations is clearly the indispensable starting point for any educational endeavour, but it is no longer viewed as an end in itself. Today, education is seen as a lifelong process that must be flexible and self-renewing if it is to keep pace with the social and technological changes that have already mapped our future. Education is an investment in the future and the key to development.

In today's world more than ever, learning requires a lifelong commitment to renewal and change. With this in mind, UNESCO has called its second priority: Education for the 21st Century. It aims to make education more accessible, more flexible, and more relevant to a changing world, thus aiding in the reconstruction of school systems.

A blue-ribbon commission will consider what approaches to learning and education can best prepare young people for all that lies ahead. It will reflect upon society's future needs and determine what kind of education could help us meet tomorrow's challenges For example, it will examine how democratic ideas, respect for human rights and tolerance of other peop·'s values can be integrated into educational content. It will think of ways to change the content and methods of education in response to new scientific developments and environmental threats. At the centre of the commission's deliberations is a concern for the importance of good teachers and good teaching as the keys to success.



Computational skills are part of basic education.

In higher education, UNESCO believes the most pressing requirement is to engage institutions in the task of evaluating society's changing needs, of revising programmes in the light of this debate, and of introducing reforms to help them modernize and diversify their learning activities. At the same time, the approach must be an integrated one, so that education is seen as a lifelong process, including early childhood within the family and pre-school context, through primary and secondary school to adulthood, work and responsible participation in the life of the community.

The third pillar of UNESCO's educational programme supports the efforts of policy-makers and planners. The dramatic political restructuring under way in central Europe, Latin America and parts of Africa, the shortages of money and teachers, the deterioration of classroom facilities and conditions in many countries give urgency to the need for: reconstruction of whole systems of education, instituting modern management techniques, strengthening national capacities through regional and international cooperation, bringing educational practice into line with educational policy, defining new priorities, and integrating real-world concerns and opportunities into educational strategies. UNESCO helps countries to meet the demands for changing educational structures and content mainly through 'upstream' assistance.

Basic education for all: where development begins

According to UNESCO's *World Education Report 1991*, increased access to schooling in the developing countries of Africa, Asia and Latin America over the last two decades has finally halted the growth in the number of illiterate adults in the world: after reaching a peak of around 950 million just before International Literacy Year (1990), the number is now declining.

In working to eradicate illiteracy and ensure universal access to primary education, UNESCO is benefitting from the momentum generated by the 1990 World Conference on Education for All, which met in Jomtien, Thailand. Held under the joint auspices of UNESCO, the United Nations Development Programme (UNDP), UNICEF, and the World

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A focus on the most disa

If the momentum achieved during
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access to education are those having special learning needs – because they are very poor, because they live in remote rural areas, because they are part of a mobile population like nomads or refugees, or because they suffer from some physical or emotional handicap. As many as 130 million children are 'missing' from the global education census. UNESCO has earmarked these groups for special consideration during the current biennium.

For instance, rather than creating separate and parallel school systems for children with special needs, countries are coming to realize that most of these children can be given a meaningful education within the ordinary school system, provided good professional follow-up is given. Thus, Member States are eagerly looking for ways to integrate the needs of 'special' and handicapped children within a framework of basic education. In Africa, a sub-regional seminar for teams from Botswana, Kenya, Lesotho, Namibia, Nigeria, Malawi, Swaziland, Zambia and Zimbabwe met in August 1992 to compare strategies. A similar meeting is being organized in China in 1993 to help mobilize high-level political support in the Asian region for special education programmes.

The UNESCO teacher education project 'Special Needs in the Classroom' is designed to develop materials and approaches to assist teachers in dealing simultaneously with normal and handicapped children. A series of training videos, shot in Zimbabwe, are now available as models to others. They include 'how-to' instructions for making your own videos using home-made materials and employing local people. Another project has created a teacher education resource pack. Now that the pack has been tested in different geo-cultural settings, workshops are being held in every region to train people in using it and in adapting it to their particular situation. China and Thailand are translating the pack for wider dissemination.

Other disadvantaged groups include cultural minorities, refugees, street children and girls. Tribal peoples in India, for instance, have a strong sense of cultural identity that they rightly want to preserve. They have their own languages, their own customs, and their own needs that are not easily met within the existing educational structures. UNESCO is concerned that these people – numbering 60 million – are often excluded from or drop out of standardized education, and thus are being deprived of a basic human right. By working with officials at all levels, from the classroom up to ministerial policy-makers, UNESCO is helping to make educational structures and the content of education more responsive to everyone's needs and cultural situation.

UNESCO is also providing basic education assistance in emergency situations, particularly for the world's 41 million refugees and displaced persons, whether Angolan, Bosnian, Palestinian or Somalian. UNESCO works alongside the UN High Commissioner for Refugees or the UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).

Youngsters in Côte d'Ivoire learning to count.

7

Being handicapped should not mean being excluded from educational opportunities or community activities.

Since the late 1980s, UNESCO has supported a series of scholarly studies on the physical well-being of school-age children in developing countries and the extent to which poor health and nutrition may be hindering children's opportunities for primary education. Data from deprived areas of Kenya show that children who are underweight for their age and stunted in their physical growth enter school later than expected and attend on an irregular basis. For youngsters who are already not healthy or have eyesight problems, the physical state of the classroom itself can be stressful, if not harmful. In addition, UNESCO is documenting its experience in meeting the needs of street children in African cities like Nairobi and Dakar. Out of these studies will come guidelines for improving the health and nutrition of children 'at risk', factors known to influence participation and success in primary schooling. Programmes are based on community action involving parents, teachers, health workers and others.

Tools and targets

In meeting the objectives of 'Basic Education for All,' UNESCO relies on conferences, training workshops, community organizations, academic research, pilot projects, field research, and consultations. Actual responsibility for implementation devolves on the countries themselves, with UNESCO acting as a catalyst for bringing different actors together, for matching funding institutions with national authorities, and for providing technical support.

In the campaigns for literacy and improved primary education, the regional networks play an important role: they channel funds and know-how, they promote awareness, and by identifying common problems and goals, they create a sense of solidarity in the regions.

In Africa, many approaches are evident. Nigeria hopes to reach 40 million illiterates through a programme of 'each one teach one.' In response to the Jomtien Conference, the six-year primary education cycle is being extended to nine years of free compulsory education. Burkina Faso describes its approach as a 'commando operation' that combines primary education for children with literacy programmes for adults.

8

Physical work and well-being contribute to human welfare.

Local leaders, literary workers and teachers attend seminars where they identify and solve problems collectively.

In Asia, UNESCO has helped China during this biennium to train more than 600 literacy workers. Today, only 15% of the Chinese population between 15 and 45 years is still illiterate. Current emphasis is on book development for local use and on English-language training for teachers. The Indonesian programme, called Kejar, has been successful by treating pre-literacy, literacy and post-literacy as part of a package deal. Special efforts are being made throughout the region to promote self-reliance among women by encouraging them to develop literacy, numeracy and vocational skills.

In the Arab States, there is awareness of the need to universalize education, but the illiteracy rate is still very high – around 65% for those aged 15 and above, and as high as 78% for women and for rural areas. The regional programme, initiated in 1989, has focused on training personnel, mainly with extra-budgetary resources.

The Latin American and Caribbean region is a diverse one, but some countries have made a major commitment to primary education that is paying off. Mexico, for example, has seen illiteracy rates drop from 85% at the turn of the century to 12% in 1990. Very

poor areas, however, have a much higher rate and among females in rural zones it can reach 65%. The government is aggressive is combating illiteracy and has made funds available for distributing learning materials free of charge and for installing TV sets and videocassette players in community centres. Throughout the Latin American region, the focus is now on changing the system itself. Democratization, decentralization, and participation are the new keywords, with efforts aimed at transforming classroom behaviour and course content as well as modernizing educational management.

Industrial countries also face problems. In the United States, some 20% of high- school graduates have been classified as 'functionally illiterate' and in France, a government minister has reported that 43% of workers in French industry have no training or qualifications. UNESCO's Institute for Education (UIE) in Hamburg, Germany, is at the centre of a research-oriented network for literacy activities. It monitors the evolution of adult learning systems and explores the relationship between basic education and all that comes afterward. The Institute is setting up a literacy exchange network to help regions and countries learn from each other's experiences. Industrial countries can learn much from developing countries about literacy and education in a multilingual context, and some developing countries can benefit from the North's experience with on-the-job training and continuing education programmes.

Most literacy and basic education programmes take place within the framework of a national action plan. However, some situations call for a more improvisational approach. This is the case in Cambodia where, as Cambodian troops come under UN command, every soldier takes a literacy test; those who pass are hired to train those who don't. Under the joint supervision of UNESCO and the International Labour Organization (ILO), the project includes both a skills and a literacy component, and the approach assures that human rights issues are integrated with the rest.

Angola is another war-torn land where UNESCO has launched an emergency educational programme for 1992-1993 designed to link 'short-term relief activities with longer-term human development strategies.' The Angolan plan hopes to integrate some 45,000 displaced children back into the school system, as well as providing for 5,000 orphans, 1,500 street kids and 2,500 others having 'special educational needs'. Joining hands with UNICEF, UNDP, Portugal, churches and non-government organizations, UNESCO expects its programme for education and social rehabilitation

When seeing is believing

As the 3-year old boy swings free of his father, gripping the branch of a mango tree, all the other children clap and cheer. Upali has cerebal palsy, a disease that causes severe motor disabilities, and only a short time before, no one would have believed such a feat was possible. Yet there it is, on video, for all to see.

The scene was shot in a mountain village in Sri Lanka, part of a UNESCO-sponsored training package for community workers, pre-school service personnel, the parents and families of children who do not participate in normal community activities. Similar videos exist for Uganda and Malawi.

Specialists estimate that 90% of the world's handicapped children live in developing countries. Although the importance of early intervention and stimulation in alleviating handicaps is well documented, many poor countries lack the information and the means of tackling these problems early on. Now, thanks to a modest investment and the power of a small video camera, UNESCO's training package is proving that special help for special children need not be a luxury. The video training materials can be produced locally 'starring' local actors. They mobilize self-help resources within the community to bring together specialists in child development and disabilities with those in video production.

Building the future – with thatch, mud and ingenuity

In Bangladesh, 19,000 educational buildings were damaged or destroyed when cyclone-driven rains flooded the country in 1988. Today, under UNESCO auspices, two new designs able to withstand the forces of nature are being proposed. In areas of shallow flooding, the schools are built on mounds, made from locally-produced brick. In the more vulnerable coastal areas, the classrooms are put on stilts or columns that allow the water to pass underneath. The roof is firmly tied to the foundation so as to resist strong winds. Should disaster occur the same structures can serve as relief shelters for the local population.

Manual exercises help children develop coordination and awareness.

In Afghanistan, tents equipped with a room divider and squatting desks provide educational amenities for a population that may have to move on short notice. The tent school is attached to Village Basic Education Centres that include space for teaching literacy, skills workshops for men and women, a daycare room, teacher's house, a well and toilets, and areas for poultry raising and vegetable growing.

In Argentina, the design team has come up with an earthquake – resistant community centre made of mud with bamboo reinforcement.

In Venezuela, UNESCO and the Foundation of Educational Buildings and Furnishings have published an illustrated maintenance manual to help make people aware of the importance of good upkeep and to teach self-help techniques. The country is also experimenting with multi-purpose schools where the whole community can take advantage of the space for non-formal educational activities as well as sports and cultural activities.

9

of Angolan children to cost some $18 million over the two-year period.

In Somalia, the African Development Bank and Germany are funding 'Islands of Education for Peace' – a network of educational centres providing primary schooling to children and non-formal skills training to youths. Each centre will develop teaching materials and service up to 10 surrounding schools. A German contribution of $600,000 is helping UNESCO provide books, paper and pencils to schools in Slovenia and Croatia. The ex-Yugoslavian territories have had to absorb some 350,000 refugee children into their primary school programmes. Other projects are aimed at treating stress disorders in youngsters, helping teachers adapt to changing circumstances, and developing pre-vocational and leadership training programmes for teenagers.

Women and literacy

During this biennium, a number of UNESCO initiatives are aimed at women. In Nepal, special boarding facilities for girls are being built in teacher training institutions. By providing a secure environment, the project attracts young women from the isolated mountain villages to becoming primary school teachers: it encourages parents to send their daughters to school and motivates the young trainees to accept future assignments in rural areas.

In Africa, 15 case studies on the socio-cultural aspects of the school attendance of girls at primary level have been prepared. They cover everything from sexual stereotyping in textbooks and safety in the classroom, to continuing education needs for teenage mothers. UNESCO is the first agency to have such a rich

documentation, which is contributing to current efforts to improve conditions for girls and women teachers.

Five countries have embarked on literacy programmes for women that make civic education an integral part of their mission: Peru, India, Cape Verde, Sierra Leone and Syria. The aim is to empower women by giving them information about their rights as individuals, as citizens and as members of the family. Topics include family planning, legislation and administration, moral and cultural values, sexuality, violence, and health education. It is the women themselves who decide what is important for them to know, it is they who prepare the training manuals, who draw up the illustrations, and who appear as principal actors in community video programmes.

Education for the 21st century

UNESCO's International Commission on Education for the Twenty-First Century is asking the fundamental question: How can education play a dynamic and constructive role in preparing individuals and societies for the future? In accepting the Commission's presidency, Jacques Delors rephrased this question in profoundly humanistic terms that recall UNESCO's commitment to certain underlying principles: 'How can one lay down for everyone the path of wisdom, meaning the path of responsibility and self-control, in private and public life alike, and how, consequently, can we give people the ability to know themselves and behave in a way that is both self-reliant and mindful of others?'

Evening literacy classes help women learn to read and write.

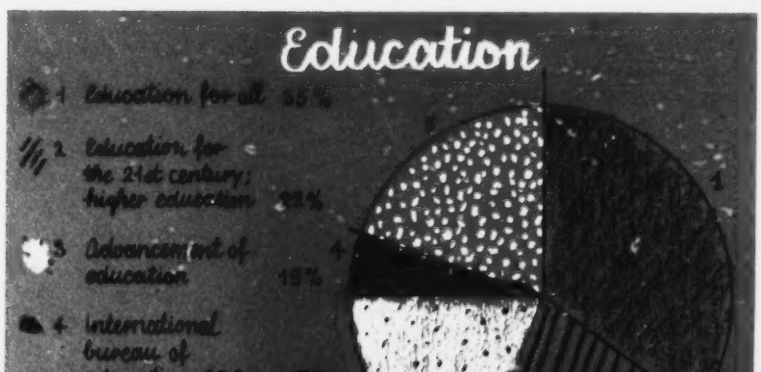
10

Answers to these questions will be placed in the context of today's crisis-ridden world – with its economic woes, its doubts about a purely scientific definition of progress, and its shifting moral values. The Commission will consider what new approaches could be adopted in a world of accelerating economic, environmental and social change, and mounting tensions. Deliberations will cover education in its broadest sense, from pre-school up to higher education, including both formal and non-formal education. Recommendations, however, will be action-oriented and directed primarily at governments and private decision-makers who influence educational planning and practice. When the final report is submitted in 1995, it will provide an agenda for renewal that should serve the educational community for years to come.

In its efforts to push educational policies and practices towards the 21st century, UNESCO benefits from multiple associations: inter-university exchanges; inter-agency cooperation with the World Health Organization (WHO), UNICEF, the International Labour Organization (ILO) or the Food and Agriculture Organization of the United Nations (FAO); joint projects with non-governmental organizations like the International Council of Scientific Unions (ICSU) and the International Chamber of Commerce (I technical support to Member States through organizations like the networks for research vation that encourage experimentation in sci technology education.

There is an International Network mation in Science and Technology Education that publishes a resource bulletin for teachers lum developers and planners. There are co activities for preventive education against dr and AIDS; teaching materials are being deve spread the word about preventive measures ar iour, while others reflect environmental Guidelines for bringing science curricula up t being prepared. There are activities to promo tion for human rights, and to strengthen int dialogue and tolerance.

There is a network for technical and v education – with special attention to women and the problems of developing countries. The encourages linkages between industry and ed institutions, and promotes workshops, pilot training modules and information exchange. T national Project on Technical and Vocationa tion (UNEVOC), launched in 1992, will help share their experiences and devise policies strengthen connections between education and of work.



Higher education: relevance, transfer and sharing of knowledg

Higher education is a top priority within the e programme, although other relevant activities found under the programmes dealing with th and social sciences. In 1992-1993, UNESCO on various means to help improve the quali vance and efficiency of higher education: thr strengthening of regional centres and assis Member States in reforming their national through dissemination of topical and comparat ies plus about 10 monographs on national syst through the training of some 140 university trators

UNESCO is asking how education can play a dynamic role in preparing individuals for the future.

Regional centres of higher education are being strengthened and training packages and software for management information systems are being prepared to help upgrade staff skills. Networks for higher education teaching and teacher training are being organized in Africa, Asia, and the Arab States – building on those already found in Europe and Latin America.

In Senegal, where Dakar University is celebrating the 30th anniversary of its Institute for Teacher Training (Ecole Normale Supérieure), UNESCO is helping to conduct a major survey on teacher training throughout the French-speaking Member States of Africa. The 16 institutions included have all benefited from UNESCO assistance in setting up their programmes, but the current evaluation is the first attempt, on a regional basis, to analyse problems and policies related to teacher training throughout the primary and secondary levels.

A number of non-governmental organizations related to teaching are working with UNESCO National Commissions and the ILO to prepare 15 case studies on the status of teachers. These will shed light on the problem of declining standards and loss of status for teachers. In eastern Europe, Member States are seeking UNESCO advice on how to introduce the notion of academic freedom and autonomy to their newly-democratized institutions of higher learning: the 1992 Declaration of Sinaia, Romania, marks a big step forward in this regard. And finally, at the request of Member States, UNESCO is preparing a draft version of a universal convention that could serve as the basis for transnational recognition of studies and degrees.

In terms of international cooperation, one initiative in higher education stands out: the UNITWIN project and UNESCO chairs. The scheme seeks to bolster cooperation among universities and to create centres of excellence where post-graduate students and researchers can engage in advanced training and research in their own regions instead of going abroad. Such is the success of the twinning proposal that more than 200 requests to join have been received so far, and some 18 new networks and 53 chairs are in the process of being set up.

Under the UNITWIN scheme, UNESCO plays its role as catalyst and broker – providing seed money and bringing people and institutions together to develop existing networks or forge new ones on behalf of academic excellence. The remaining funds come from the host institutions, extra-budgetary sources and aid agencies. Experience thus far indicates that for an investment of $15,000 to $25,000, UNESCO can expect to attract extra-budgetary support of up to $100,000 or more – a good return on investment. A major task will be to boost the funding so that this very promising initiative can realize its full potential.

The UNITWIN scheme has spawned projects in every geographic region. English-speaking universities of Africa – in Uganda, Botswana, Kenya – are to get chairs devoted to plant genetics, biotechnology, nutrition, health and child development. Dakar University has set a three-fold task for itself: to establish

Improving scien education is a p for the 21st cen

The UNITWIN scheme: partners for progress

The UNITWIN scheme seeks to minimize brain drain, while welcoming all partnerships that bring together institutions for the common purpose of improving higher education, upgrading skills, and imparting advanced training to serve as a basis for human development and self-reliance.

Health and human resources

Four universities of southern Africa – in Zimbabwe, Mozambique, South Africa and Namibia – have created a network for inter-university cooperation together with Utrecht University in the Netherlands. Under the UNITWIN umbrella, each institution will develop a centre of excellence for specialized postgraduate studies and research in the biomedical field. Veterinary sciences and animal production are one priority. Medicine, public health, pediatrics, and pharmacology are another, with emphasis on laboratory research and the development of teaching materials. Funding is provided from several sources, including the Dutch Ministry of Cooperation, The Commission of the European Communities, and the University of Utrecht.

Higher education and literacy: closing the loop

Through university-based teacher training, through multidisciplinary research on literacy, and through continuing education programmes that reach out to the adult community, the quality of schooling can be improved at every level. A UNITWIN partnership between the University of Pennsylvania in the United States and universities in Nigeria, Botswana and Tunisia in Africa offers the example of an inter-regional network for literacy training and development that links rich and poor countries in a common endeavour. The project shows one way that higher education can contribute directly to basic education, thus completing the cycle for self-renewal and reform.

Pennsylvania is already home to a Literacy Research Center (with its 30 affiliated faculty members) and the United States Center on Adult Literacy. The new Literacy Training and Development Program for Africa will build an international dimension into national activities. The Americans have expressed the view that important gains can be made in adult literacy in the United States by learning about the complex cultural and linguistic issues which are typical of the African context. Fo part, the three African un will train African speciali literacy education, applied research techniques and m management skills. Every agrees that the success of development programmes ultimately dependent on t literacy abilities of the in and families in the comm involved.

Workshops held during 19 in Pennsylvania, Botswan and Nigeria have already some of the principal teac training issues and curricu needs to be addressed by the joint-venture. UNESC provided $75,000 of seed with the bulk of the finan for this biennium contribu the University of Pennsyl and the U.S. Agency for International Developmen

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a UNESCO chair for education, in cooperation with partners in France, Belgium, Canada and in the region; to train 35 more teacher training instructors; and to instigate a series of research projects able to contribute to the reform of educational policy and practice. At Beijing University, Japanese and American sources are funding a chair for the Institute of Plant Physiology, in association with the United Nations University. Chulalongkorn University of Thailand has already established a UNESCO chair for the Rational Use of Drugs.

In Latin America, the UNAMAZ network unites 30 universities in eight Amazonian countries together with other institutions in interdisciplinary environmental studies. In the Arab States, UNESCO chairs will bring new skills in business administration, high-level technology and international relations to universities in Saudi Arabia, Jordan, Tunisia and Oman. Post-graduate programmes on peace and human rights are planned for campuses in Poland, Hungary and Czechoslovakia, while Romania expects to establish a UNESCO chair for ecology and environmental protection.

Educational advancement and policy

The third element in UNESCO's education programme is concerned with policy, planning, management and financing of education, rather than with educational content and methods. In a sense, this heading encompasses activities that are both support and framework for all the other activities. It is in this context that UNESCO founded its educational quarterly *Prospects* in 1966 – now published in six language editions – and why it has initiated a *World Education Report*. The publication will appear every two years and will monitor world trends at all levels of educational policy, curriculum , teacher training, and pedagogy. It provides a basis for identifying global issues in education and for measuring progress towards specific goals.

Much of the information about developments in education comes from the International Bureau of Education (IBE), a Geneva-based centre of comparative studies and information in the field of education, founded in 1925. It is the oldest international institution of its kind, and joined the UNESCO fold in 1966. The IBE organizes the international conference for ministers of education, convened every other year by UNESCO. In addition to publishing many monographs, it houses a large educational documentation centre that is connected through the International Network for Education Information (INED) to more than 100 national centres worldwide.

In budgetary terms, 'advancement of education' falls into second place behind 'basic education'.

'Upstream' activities: advice and technical assistance

During this biennium, UNESCO has given priority to the least-developed countries, including small island nations. It is helping them explore the full spectrum of choices for educational development within a context of poverty, austerity and insularity. The first step is usually the preparation of a national education policy report. If requested, UNESCO will work with the team of local experts to collect and analyse the data, then will assist in drawing up a master plan.

The Dominican Republic, for instance, is preparing a 10-year blueprint as a follow-up to the Jomtien World Conference on Education for All. Having consulted widely during the preliminary stages, the government now enjoys a strong consensus about the importance of the education system to development.

The Maldives is another small country that has asked for UNESCO assistance. With a population of about 215,000 and an estimated literacy rate of about 98% (age group 10-45), the country wishes to build on the strengths of the traditional system, while adapting to an environment requiring dramatic shifts in content, techniques and structure. UNESCO has run a workshop to assist the national team in drafting the plan, and will seek other agencies' support in implementing the master plan.

In Nepal, a task force of prominent Nepali educators has prepared the Kingdom's first Master Plan for Basic and Primary Education. When the Plan is

approved in 1992-1993, it will provide clear policy guidelines and an integrated strategy for the country's educational development at basic and primary level up to 2001. The package identifies many needs: teacher training, literacy and life skills training for girls and women, curriculum development, textbook production, modernization of management in the Ministry of Education, raising the quality of education through training district officials, and support to a network of resource centres where the skills of underqualified teachers in remote areas can be upgraded. The Nepalese example shows just how much progress is possible when national and international partners (The World Bank, UNICEF, the Asian Development Bank, UNDP, Denmark, the United States, and UNESCO) join hands.

During the 1980s, the Government of Indonesia began to decentralize its Ministry of Education and Culture. UNESCO and UNDP were brought in to oversee the kind of training needed to boost management capability at the district level. During the current biennium, the focus is on 'bottom-up' efforts to involve the parents and local communities in the educational system.

In 1992, at the request of Kuwait, UNESCO sent a group of experts to review the country's higher education and research institutions in the wake of the Gulf conflict. The mission advised that Kuwait should invest more in education, encouraging its young people to study science and technology. It pointed out that Kuwait must develop its own workforce, helping young Kuwaitis to work more in the productive sectors and to meet the demands of a competitive marketplace. Furthermore, it should develop more links within the Arab States and beyond, through such programmes as UNITWIN and the UNESCO chairs scheme.

The Government of Viet Nam has sought UNESCO's advice in adapting its human resources policies to changing socio-economic conditions. Ten Vietnamese working groups composed of 80 senior civil servants from nine ministries, and more than 150 senior provincial officials, have drawn up an Education Master Plan to assign priorities and development goals. The Plan serves as a national guide for renovating the educational system and also helps potential donors to know where to invest.

In 1989, the Government of Ben
and the United Nations Development Pro
tiated a project to develop a national edu
tegy that would attract external financing
of the reforms is accompanied by detailed
based on a well documented assessment
tion. As the project nears completion in
already netted a grant of $57 million to
education sector from USAID, with more
from other sources.

Educating decision-makers: agents for change

During 1993, UNESCO is organizing the s
Conference of Ministers of Education in
Pacific. Such high-level meetings allow an
views, both professional and personal, th
ence education policy for many years to

During this same period, UNESC
office in Bangkok is organizing a trainin
AIDS education in schools for decision-m
istries of education in the Asia/Pacific re
the Global Programme on AIDS (GPA
World Health Organization (WHO). UN
is 'to give support to governments for
planning in the education sector, especiall
lum development related to AIDS', with
examples coming from UNESCO/WHO
carried out in Ethiopia, Mauritius, Si
Tanzania, Jamaica, Fiji and the Pacific Islan
cation officials will learn about various s
rials including a prototype teaching guide f
schools, a video aimed at teachers an
makers, plus a series of studies on specific
as 'AIDS and Women', 'AIDS and Street
'Drug-related HIV Infection'. They will a
AIDS Education Resource Centre located in
Bangkok office.

Another agent for change is The
Institute for Educational Planning (IIEP).
UNESCO in 1963, the Institute's advanced
research in the field of educational planning
istration aims to disseminate new ideas b

both knowledge and the supply of competent professionals.

During 1992, in collaboration with UNESCO's Regional Office in Bangkok and the Korean Educational Development Institute (KEDI), the IIEP launched its first training course for the region. The workshop focused on 'Education, Employment and Human Resource Development,' but highlighted major differences in development strategies between the small Pacific islands and their larger Asian neighbours. Another IIEP training programme, custom-tailored to the country's request, is being mounted in Madagascar, in cooperation with UNDP, UNESCO and the World Bank. Senior staff in the Ministry of Education will learn about major techniques of educational planning, including cost analysis and budgeting, forecasting, and management information systems.

Through these examples it is possible to understand how UNESCO operates in helping Member States to evaluate their educational needs – in the light of development goals – and to respond accordingly.

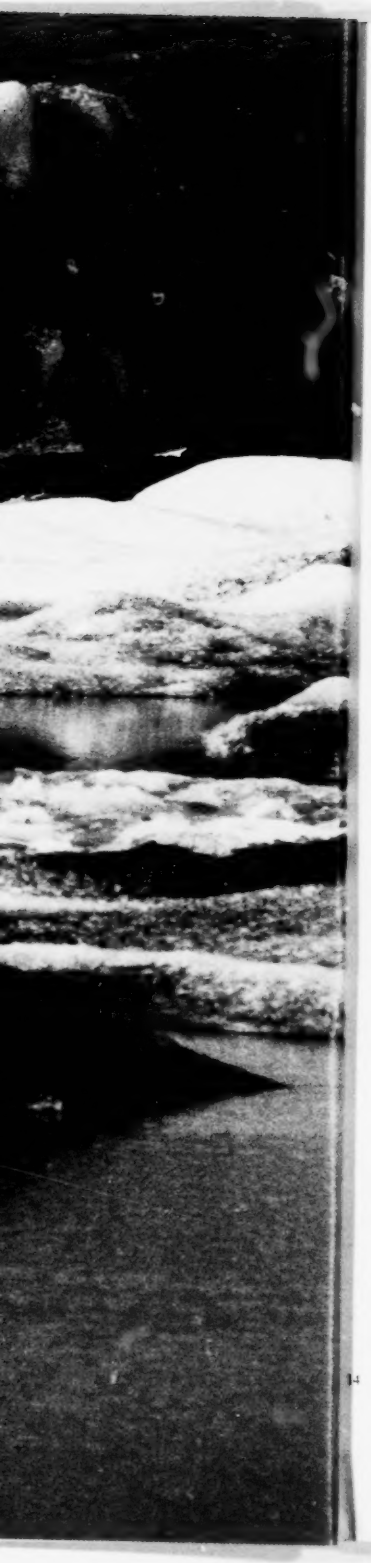
So-called 'structural adjustments' have put terrible pressures on the least-developed countries: in the face of insurmountable economic difficulties, many of them have had to cut resources allocated to social services and education. UNESCO is helping Member States to find ways to face these adjustments without jeopardizing their educational systems.

For instance, Rwanda had embarked during the 1980s on an ambitious plan to provide eight years of compulsory schooling for its children and to combat an illiteracy rate estimated at 50% of the population over 15. Working together with the Education Ministry, local manpower, and an international team of engineers, draughtsmen, computer technicians and accountants, UNESCO has been able to shave 20% to 30% off school building costs per square metre. The solutions combine a better use of local materials with improved performance by local labour after they have received training in everything from bricklaying and woodworking to drainage and school management. The goal of self-sufficiency for Rwanda has not been realized, but 1992-1993 should see the near-completion of five technical schools, an agro-veterinary college, and 200 primary school classrooms – exactly as foreseen in the original plan, and shrinking budget notwithstanding.

Conclusion

Access to basic education is a human right. And education is the key to development and a more promising future. Yet decision-makers must choose: Which programmes should be emphasized? How should resources be allocated? What means are needed for achieving national goals? It is UNESCO's task, in consultation with its constituency, to guide and to inform the debate.

UNESCO cooperates with other agencies to promote AIDS education in schools.



Rational management of the earth's resources is a prerequisite for sustainable development.

The S in UNESCO

UNESCO's science programmes cover both basic and applied science, plus their cultural dimensions. Basic science is included because mathematics, physics, chemistry and biology constitute the basis for all scientific knowledge and serve as the foundation for technological developments and interdisciplinary fields such as biotechnology, environmental management and information sciences. Applied science is included because it is a powerful tool for solving many urgent human and environmental problems related to development. And the cultural dimension appears because science – like any human activity – exists within a social framework and may raise complex ethical issues.

As early as 1946, Sir Julian Huxley, a distinguished biologist and the Organization's first Director-General, had put his finger on the 'S' in UNESCO. 'The application of scientific knowledge,' he wrote, 'provides our chief means for raising the level of human welfare.' Yet the fruits of science and technology are still unevenly distributed and in many cases the gap between rich countries and poor may be increasing. Almost 80 per cent of research and development activities in the world are concentrated in a handful of industrialized countries. So are the majority of scientists, engineers and technicians. Whereas technologically advanced societies spend about 2 or 3 per cent of their gross national product for research and development, most developing countries can barely manage 0.2 or 0.3 per cent. Part of UNESCO's mission is to redress this imbalance.

As an intergovernmental organization assigned major responsibility for international cooperation in science, UNESCO has been working hand in hand with professional non-governmental organizations, specialized agencies of the United Nations, regional networks and national bodies. It seeks any partnership that will advance the cause of science for development, that will contribute to the rational management of natural resources, that will strengthen research capabilities and assist in the training of scientific and technological personnel.

A three-pronged approach

UNESCO's science programme during the 1992-1993 biennium reflects a three-pronged approach: a concern for basic science which, in addition to being useful as the starting point for future innovations, also has intrinsic value; a commitment to practical applications of science and technology for solving the real-world problems that inhibit development and well-being; and thirdly, an appreciation of the relationship between science, technological progress, and society.

In keeping with its policy of directing effort and resources towards a few well-focused objectives, UNESCO has set the following priorities. In first place is an emphasis on applying environmental sciences to sustainable development and the rational management of natural resources. Next in importance come the basic and engineering sciences with an emphasis on improving university education and enhancing the capacity of research institutions; and in third place are the programmes related to ethics, policy planning and science popularization.

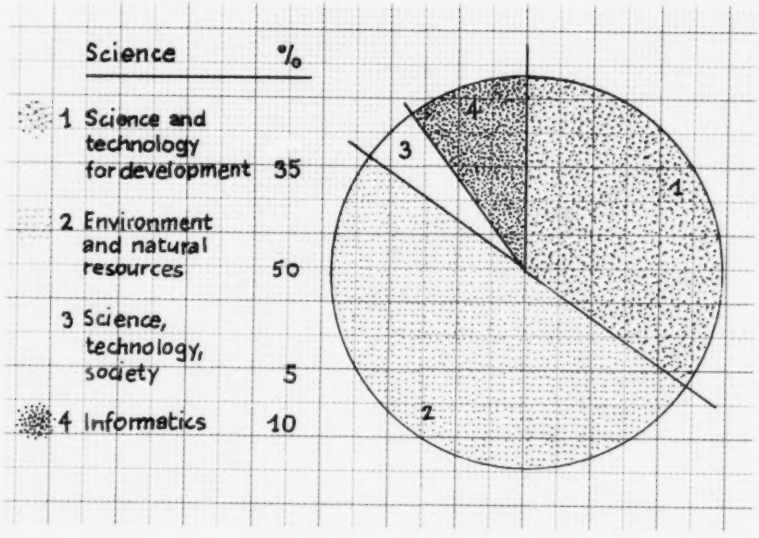
Regular budget:

$61,064,300

Extra-budgetary funds:

$57,210,000

*includes staff costs



Basic science and research: where development begins

Like the education activities presented in the preceding chapter, UNESCO's science activities focus on upgrading the scientific qualifications of local people while relying on local or regional training institutions. Whenever countries cannot bear the full expense of research or training activities, UNESCO advocates the pooling of resources on a regional basis, sometimes with partners outside the region.

During the 1992-1993 period, some forty UNESCO chairs in universities are being established, ten of which serve environmental sciences and engineering in developing countries. The scheme seeks to transfer knowledge by giving advanced-level students and researchers direct access to outstanding scholars and scientists who have taken up professorships at selected centres of excellence. The chairs are joint undertakings between UNESCO and a host institution, and may be sponsored by UN agencies, Member States, foundations, banks or industry.

In the basic and engineering sciences, research, training and international cooperation receive equal attention from UNESCO
requisite for research and
cooperation – by providi
uals and institutions – a
create scientific training a
this way there is hope fo
disparities in science and
heart of development pro

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research capability is th
Scientific Unions (ICSU)
bership, ICSU can draw
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Many other partn
and engineering might be
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Biosciences Networks (IB
of Centres in Earthquake
United Nations Industrial
(UNIDO), the Third W
(TWAS), and a host of ot
research topics as the hum
natural products, biotechn
or solar and renewable en

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one example of cooperatio
to bright young scientists
education and research.
Centres Network (MIRCE
goal is to develop microbial
throughout the world, espe
tions in agriculture, aquac
developing countries. Th
Theoretical Physics (ICTP)
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and the International Aton
It allows some 2,500 phys
from the developing world
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Training is both the pre-
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(IBRO), the International
, the International Network
Engineering (INCEE), the
Development Organization
ld Academy of Sciences
rs devoted to such specific
genome, the chemistry of
ogy, applied mathematics,
gies.
term fellowship scheme is
It gives financial assistance
r furthering their scientific
The Microbial Resources
s) is another example. Its
nd biotechnology resources
ally those having applica-
ure and food industries in
International Centre for
based in Trieste, is another
g the Italian Government
Energy Agency (IAEA).
ists – half of whom come
to work in a recognized
two months before return-
arch.

In Latin America and the Caribbean, UNESCO is a partner in the BOLIVAR programme to foster cooperation between production and service sectors on the one hand, and institutions for research and higher education on the other. Through its Montevideo field office, it is helping to create a Common Market of Knowledge, known as MECCO. Regional integration should enhance the ability of these countries to compete in the international marketplace with their products and services. At the same time, developments in science and technology can be applied directly to solving the continent's social and economic problems.

One area where science and technology intersect is in computer-based information sciences. During 1992-1993 UNESCO has accorded priority to INFORMAFRICA, a multi-faceted programme embracing teacher training, curriculum design, computer maintenance and software development in Africa. Like other efforts it aims first to develop human resources and then to link institutions and personnel together through information exchanges and regional networks.

On a more international scale, the Intergovernmental Informatics Programme (IIP) is highlighting the need to make decision-makers aware of the value of informatics (computer sciences and their applications) and give them training in the use of these powerful analytical tools. Cooperative training ventures are being mounted with sister organizations in the United Nations (United Nations Industrial Development Office, the International Telecommunication Union, the United Nations University) as well as with non-governmental bodies like the International Centre for Pure and Applied Mathematics, the International Federation for Information Processing, and the International African Institute.

An interdisciplinary approach is necessary for understanding environmental issues.

With its more concentrated approach to programme planning, UNESCO has quantified its objectives for 1992-93. In the basic sciences, it expects to:

- give advanced training to 500 mathematicians, 4,500 physicists, 600 chemists, 1,000 specialists in cell and molecular biology, microbiology and related disciplines;
- award fellowships and research grants to about 170 researchers;
- support some 6,000 requests for analytical services in chemistry;
- set up 10 UNESCO chairs in the universities of developing countries;
- update 10-15 teaching programmes;
- establish 15-20 pilot projects for updating teaching methods and science curricula;
- produce 15-20 sets of prototype teaching materials.

This sample shows the kinds of specific tasks UNESCO has set for itself in basic and engineering sciences.

Environmental sciences for conservation and development

The 1992 Earth Summit gave expression to what is now a universal concern about the impact of human activities on the environment and natural resource supplies. Development issues, the growth of human populations, the expansion of urban areas, and the spread of industry and technology are inextricably bound up with problems of pollution and environmental degradation. The

Climate change is a global phenomenon that has challenged the best minds in the international scientific community.

precariousness of food production, the loss of genetic diversity, deforestation, soil erosion, desertification, depletion of the ozone layer – and perhaps climate change – all point to the growing seriousness of the problems.

In today's increasingly interdependent world, environmental concerns rapidly become global concerns. However site-specific at their point of origin, such phenomena as acid rain, greenhouse gases, radioactive fallout, or river and sea pollution do not respect political boundaries.

18

Putting the oceans onto floppy discs

A judicious mixture of computer technology, scientific rigour and imagination is allowing UNESCO to provide cheap and easy training for marine scientists around the world.

UNESCO's Marine Science Programme has developed learning modules that incorporate satellite imagery into floppy disks accompanied by self-paced lessons explaining the significance of the images. In this way, both students and teachers can expand on what they have already learned through traditional science instruction, and benefit from state-of-the-art technologies.

To date there are three kits being distributed free-of-charge to recipients in 70 countries. The images displayed on disk are not just pictures of the ocean. Rather, each full-screen image is supplemented by 131,000 measurements concerning temperature, currents, waves, topography and productivity. The software gives easy access to the numbers behind the image. For example, using an image of sea surface temperatures derived from a satellite infra-red sensor, the cursor on the screen becomes a research vessel for exploring the spatial distribution of temperature.

Other material in the training kits relates to river plumes off the Malaysian coast, phytoplankton distribution in the Arabian Sea, the assessment of aquaculture potential in an Indian estuary, seasonal variations in sea ice around Antarctica, river discharge in Brazil, and ecological changes in coastal lagoons.

The first modules were tested in 1989. Since then they have been used in regional training courses in Kenya, Venezuela, the Netherlands and Senegal. Suggestions from teachers have been incorporated into subsequent editions. The third set of lessons – Applications of Marine and Coastal Image Data – actually includes images and information that were donated by marine researchers in the field. Other enthusiastic users are translating the material into French and Spanish.

The training modules provide a unique avenue for distributing knowledge all around the world for about the same cost as a one-year fellowship. With time, the project should create a self-perpetuating network for the exchange of lessons in marine sciences and environmental management. It is the perfect illustration of UNESCO's role as a catalyst for information sharing and the transfer of knowledge.

UNESCO's concern with environmental issues pre-dates the public's interest by many years: as early as 1951 it set up an advisory committee on arid zone research, the first international attempt to study the world's arid and semi-arid regions. These initial efforts laid the foundations for four intergovernmental programmes and a range of interdisciplinary activities that today account for 50% of UNESCO's total science budget.

UNESCO has activities devoted to the resources of the terrestrial environment; to freshwater resources; to the oceans; to the earth's crust; to mineral and energy resources; and to such natural hazards as landslides, earthquakes and floods. These are science activities – validated by research, measurement and testing of hypotheses – but with a difference. Because they focus on management problems, they require great sensitivity to the human and social dimensions of environmental planning and decision-making. They are interdisciplinary by definition.

Decisions about water resources and soil erosion should be based on sound knowledge of underlying processes and interactions.

19

UNESCO's intergovernmental programmes have been successful instruments for cooperative action. They include: the Man and Biosphere Programme (MAB), the International Hydrological Programme (IHP), the International Geological Correlation Programme (IGCP), and the Intergovernmental Oceanographic Commission (IOC). Despite the different disciplinary lenses through which they see and interpret the world, these intergovernmental programmes share UNESCO's priorities for 1992-1993 and a common approach to achieving the Organization's objectives. They improve scientific and technical knowledge, train the necessary personnel and assist research and training institutions; they stimulate conservation and the rational management of natural resources by decision-makers and the public; they encourage information exchange; and they promote the incorporation of social and cultural considerations into environmental management.

Several representative examples of interdisciplinarity and cooperation in the environmental sciences are described below, beginning with map-making.

UNESCO is involved in preparing a mineral map of the world, a tectonic map of Africa, a metamorphic map of North America, and a map that charts the rise and fall of the ocean floor. Eventually, these maps will appear two-dimensionally, in printed form. However, the information used in producing the final version is subject to many transformations and controls. It is compiled from different sources – on-the-ground observation, remotely sensed data, and mathematical calculation – all of which must be consistent and compatible according to pre-established international standards. This would not be possible without cooperative effort.

Another example is the UNESCO Biosphere Reserve Network. Protected areas have been set aside around the globe to demonstrate that conservation of the environment can be made compatible with development. Unlike most game preserves or parks, these

20

Developing countries are under increasing pressure to meet demands for energy.

300 specially designated areas in 75 countries do not exclude local populations from their boundaries: people are allowed to go about their business as usual, provided their activities are sustainable within that particular environment. The local people are themselves responsible for protecting the biological resources within the reserve, exercising a kind of stewardship. Biosphere Reserves are also used for research on the conservation of biodiversity, and some serve for monitoring global change.

Another illustration of cooperative science is provided by the earthquake risk reduction networks being installed in Latin America and Asia, and the implementation of an International Mobile Early Warning System for Volcanic Eruptions (IMEWS). Many of the countries where natural disasters most often occur are much too poor to mount prevention programmes on their own. They have neither the equipment nor the training and expertise. But through regional cooperation for the sharing of personnel and facili
everyone can benefit from the scarce resources.

UNESCO's environment activities are alw
anchored in 'good' science. They proceed from
understanding of underlying cycles, processes, dyn
ics and interactions, which brings us back to resea
the starting point for UNESCO science programm

During 1992-1993, several research proj
have been earmarked as 'pilot projects' because t
represent special areas of investigation and may s
to demonstrate new ways of doing things. Should t
results look promising, they can be expanded to o
geographic locations or fields. One project is exa
ing the prospects for sustainable management of r
forest and savanna environments. Another concerns
possibility of installing a global ocean observation
tem as part of a larger climate observation framew
that might also provide sea-level information
tsunami warnings. A third involves interdisciplin

Biodiversity: the birds of Europe online

Everything you ever wanted to know about the birds of Europe is now available on compact disc: feeding habits, flight behaviour, song samples, silhouettes, plumage, and distribution patterns.

The multi-media package – combining colour images, sound and video information – is produced by the Expert Centre for Taxonomic Identification (ETI), in Amsterdam, which is funded by the Dutch Government, the University of Amsterdam and UNESCO. The non-profit institute is dedicated to disseminating taxonomic information on all described species in the world, numbering more than one million. However, this is only a small fraction of the total number of species in the world, which is estimated to be anything between 2 and 40 million.

ETI is working to create a standard format for species information, to allow easy exchanges between databanks in the future. There is a shortage of trained taxonomists and the compact disc technology will provide a powerful tool by allowing users to search the bank on the basis of either visual or factual information. Scientists around the world are invited to contribute to this and other ETI biodiversity projects.

Developments in biotechnology and
conservation of plant genetic resour
are helping to improve agriculture.

pilot studies of past global change through evidence left behind in geological and hydrological records. Pilot projects benefit from high visibility and often act as magnets for extra-budgetary funding.

Science, technology and society

Science and technology are as much a product of society as they are factors in its development. UNESCO therefore devotes the third share of its tripartite science programme to studying the interactions between science, technology and society. Knowledge gained from such research may allow better-informed decisions to be made in science and technology planning, and may facilitate the smooth integration of scientific discoveries and technological innovations into society.

One part of the programme encourages scientists and non-scientists to become partners in formulating science and technology policy, and in assessing the consequences of scientific and technological activities. Another tries to make the public aware of the nature of science and technology – as tools for development and as models for understanding the world around us. Only a well-informed public can make wise decisions about problems involving science and technology, and the public's information must come from the mass media, publications, museums and public information campaigns. This part of the programme is therefore directed at training science journalists and science popularisers, at the organizers of technical education centres, and at those in charge of museums, science parks or exhibitions.

During the 1992-1993 biennium, UNESCO expects to train 100 science communicators, provide technical and advisory services for the establishment of science museums in Member States, award 5 science prizes, produce videotapes on 'Science in the 90s', organize symposia, support regional networks, continue publication of the quarterly journal *Impact of Science on Society* and publish the first *UNESCO World Science Report*.

A second major output of these activities concerns the managing of science and technology policy to achieve national development aims. It asks: What kind of scientific and technological research and services will help countries meet their needs? What are the social, economic or cultural constraints that might limit progress in these fields? What kinds of traditional techniques and knowledge can be transformed into practical applications so that cultural identity can be safeguarded even as developing countries are made more competitive?

Many areas of science or its technological applications raise questions that are difficult to answer. UNESCO gives special prominence to ethical issues arising because of research carried out in such fields as biotechnology, genetics, the biomedical sciences, or artificial intelligence.

To meet its objectives, UNESCO will rely on its role as a clearing-house for information about science and technology, and on its advisory services to governments. Some financial and logistical support will be provided to existing regional networks in science and technology policy in Asia and Latin America. A training component will focus on developing countries, but also on eastern Europe where science and technology management systems are being overhauled.

Conclusion

UNESCO's science activities emphasize international and regional cooperation as ways to help developing countries become full partners in the world of tomorrow. The long-term goals of eradicating poverty, instituting policies that respect the environment while also promoting sustainable development, can only be achieved if nations agree on the value of a shared cultural and natural heritage. Science provides some of the information needed in order to assess options and to make wise decisions. Scientific cooperation offers the model and the means for achieving a common objective.

This Cambodian 'face tower' dating from the 13th century is part of a temple complex that UNESCO has helped to safeguard.

FOR many people, UNESCO is synonymous with cultural good works. UNESCO campaigns to rescue the temples at Philae and Abu Simbel in Upper Egypt, to save Venice from water damage and decay or to rebuild the 1,000-year old Buddhist temples at Borobudur in Indonesia have caught the public's imagination and fired concern the world over for 'our common heritage,' as few others have succeeded in doing.

Less well known to the public are UNESCO's other efforts on behalf of all creative and intellectual expression, both physical and non-material, through international instruments to protect artists and their creations, through cultural exchange programmes, or through activities that promote recognition and respect for the richness and diversity of the world's multiple cultures and value systems. Culture, in fact, is regarded as a multidimensional affair which cannot be confined to fine arts and humanities, but also includes ways of thinking, behaviour patterns, value systems and beliefs. Culture is the total environment in which human beings live and function. It includes the natural as well as the man-made world, and it looks as much to the present and future as it does to the past.

The 1992-1993 programme reflects three broad fields of action. The first, in terms of budget, is devoted to safeguarding the cultural heritage, which has value both as the unique expression of a particular society and because it belongs to humankind. The second concerns various forms of intercultural dialogue. Alongside UNESCO's desire to preserve cultural identities and diversity is the wish to promote respect through knowledge. Linguistic studies, translation of literary works to and from major and minor languages, commissioning of regional histories, interdisciplinary projects and audio-visual documentation of music, dance or cultural rites – these are some of UNESCO's springboards to action. The third field, called 'Culture for Development', concentrates on contemporary cultural activities: promotion of creative expression and recognition for writers and artists, protection of artistic property through copyright, publishing, national book development policies, and the reading habit.

These fields of action come under the aegis of the all-embracing World Decade for Cultural Development. This joint United Nations/UNESCO initiative, launched in 1988, serves as an 'umbrella' for activities that increase awareness and understanding of the relations between culture and development, for asserting and enhancing cultural identities, for broadening participation in social and cultural life, and for expanding international cooperation in areas that foster tolerance and mutual respect. During 1992, the Decade focused on culture and environment in honour of the Earth Summit, and in 1993, it will examine culture, tourism and development.

A World Commission, under the presidency of Javier Perez de Cuellar, former Secretary-General of the United Nations, will draw the attention of decision-makers and political leaders to the importance of incorporating cultural dimensions into development. Many development schemes have failed because they did not take account of social context or cultural values. While the links between culture and development are perceived with growing clarity, they have never yet been subject to methodical, coordinated study worldwide. By filling this gap, the Commission should move from prescription to practice. For it is not enough to say that the cultural dimension of development should be taken into account; it is also necessary to say how. That is

Regular budget

$32,792,400

Includes staff costs

Extra-budgetary funds:

$33, 340,000

why UNESCO is pursuing methodological work in order to identify new approaches and tools (such as indicators) for the inclusion of cultural factors into development projects.

Safeguarding the past

UNESCO'S definition of the world's heritage encompasses both cultural and natural artefacts. The approach is interdisciplinary and makes use of the same tools found across-the-board in UNESCO programmes. There are normative instruments such as international conventions; there are operations to restore and recover imperiled works of art; there is research and training into new techniques for conservation. There is information exchange, cooperation with regional and internationai organizations, and technical assistance to Member States, on request.

UNESCO stamps honour World Heritage sites.

The World Heritage Convention

As of now, there are three international conventions and ten recommendations concerning the cultural heritage. Best known among these is the World Heritage Convention, whose great originality lies in giving equal treatment to cultural and natural properties. The Convention identifies those monuments and sites deemed to be of 'outstanding universal interest and value' and worthy of inclusion on a single World Heritage List. In 1992, on its 20th birthday, the List boasted 260 cultural, 84 natural and 14 mixed sites in 81 countries. The Galapagos Islands, Tai National Forest, Moenjodaro and Chartres Cathedral sit side-by-side on the list of treasures.

The anniversary provided an opportunity for the 123 countries party to the Convention to evaluate its strengths and weaknesses. A summary report and recommendations are being prepared. Many sites have deteriorated due to benign neglect or natural disasters, while others are being destroyed by armed conflict and systematic pillaging. Consequently, UNESCO and its partners are focusing in this biennium on ways to put teeth into the international convention. UNESCO has established a World Heritage Cent
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In its role as catalyst, UN
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During this same period, severa
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Sukhotai, in Thailand, Venice
Citadelle in Haiti, and the ancie
in Tunisia.

Some international campa
jects, such as the creation of a
Civilization in Cairo and a Nubi
that will trace the development of
prehistoric times through the

Coptic and Islamic periods to the present day. The campaign is unique among UNESCO's world-wide efforts: it is the only one to focus exclusively on museology.

In Yemen, a long-standing international campaign to revive the city of Sana'a continues to bear fruit. Contributions from Germany, France, the Netherlands, Korea, Italy and Japan are financing various restoration projects in the old town, and funding from UNDP is paying for technical studies plus an illustrated prospectus on pilot projects, to be submitted to potential donors.

Other locations will receive technical assistance from UNESCO and its partners during the biennium: the Island of Cyprus, the old city of Jerusalem, and the ancient port of Tyre. Eleven Member States have asked for UNESCO's assistance in drafting policy for cultural tourism projects. Such projects generate much-needed income for development activities, but the benefits must be weighed against the risk of environmental degradation and destruction of the resource base. Careful advance planning can help to avoid the pitfalls.

The development of conservation expertise in developing countries is conducted in partnership with such specialized institutions and organizations as the International Council of Museums (ICOM), the International Union for Conservation of Nature (IUCN), INTERPOL, the International Council on Monuments and Sites (ICOMOS), the International Federation of Landscape Architects (IFLA), and the International Confederation of Art Dealers (ICAD). Up to 250 young specialists are being trained in conservation management and 140 professionals are to learn about disaster preparedness in museums and about emergency measures after earthquake damage to historic structures.

Many countries and agencies have responded to UNESCO's appeal to restore Sana'a.

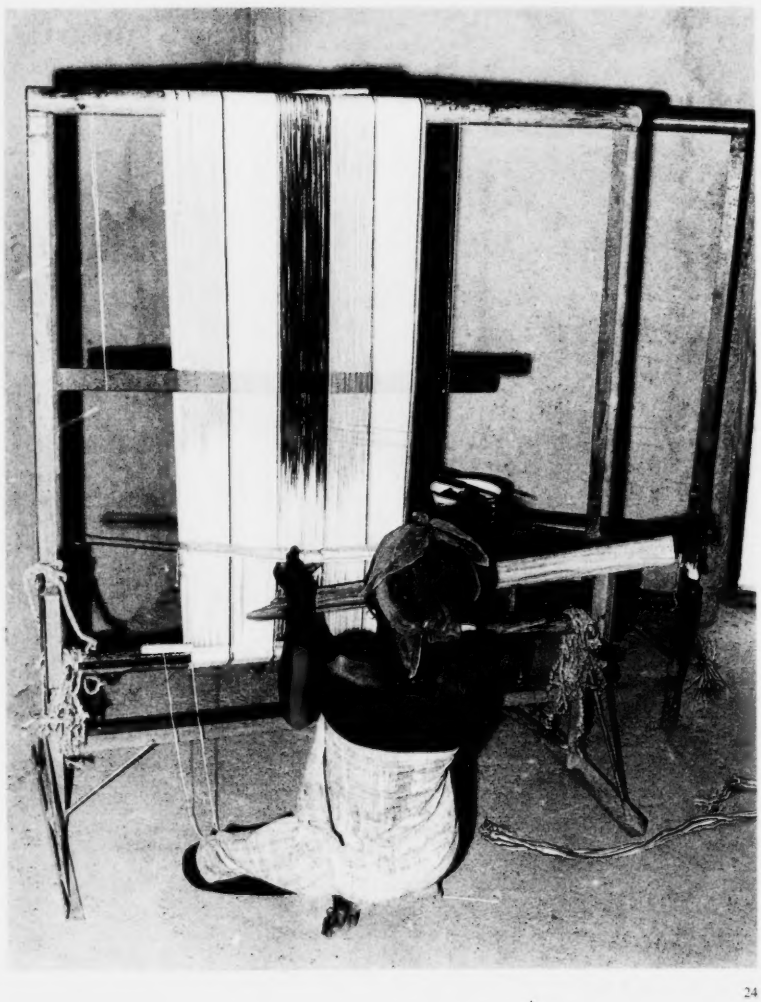
Responding to emergencies

Increasingly in recent years, UNESCO has been asked to respond to crisis situations. Declared a World Heritage Site in 1979, the fortified city of Dubrovnik was 'upgraded' to 'site in danger' by the World Heritage Committee in December 1991, after the shelling began. An inventory showed that 70% of the town intra-muros was damaged: 563 of Dubrovnik's 824 buildings had been hit by an estimated 2,000 projectiles, with 438 roofs suffering direct hits and another 262 damaged by shell fragments. UNESCO's Director-General sent an observer mission and made several appeals to all parties in the conflict to respect the international conventions they had previously signed concerning the protection of cultural property. An estimated $10 million is needed for restoration, following an inventory of the damage carried out by the local Institute for the Protection of Monuments. UNESCO's role, apart from making world opinion aware of the importance of Dubrovnik, is to raise funds, train craftsmen, prepare a property register, and ensure the participation of all in the effort to restore 'the jewel of the Adriatic.'

As Cambodia emerges from years of civil war, quick action is needed to preserve and restore the temples of Angkor before the damage becomes irreversible.

At the request of Prince Sihanouk, an international appeal has been launched and a recovery plan is now under way. Teams from France, the United States, Hungary, India and Japan are helping the Cambodians to inventory their treasures, determine training needs and prepare a detailed 'Zoning and Environmental Management Plan' that has been generously financed by

Weaving and other crafts are an outlet for creative expression and cultural identity.



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Intercultural relat
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The second stream of UNES
aims to foster intercultural dia
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The Collection of Representative Works, created in 1948, comprises today more than 900 titles translated into 60 different languages. During 1992-1993, the Collection will mainly honour texts derived from oral tradition and from women authors. Two new series on world poetry and art treasures have been inaugurated as part of the current World Decade for Cultural Development. Eight anthologies are being prepared. To locate any translations of works published each year in Member States, readers have only to consult UNESCO's own *Index Translationum*. This unique computerized bibliography, found on library reference shelves since 1948, will publish its fortieth volume in 1993.

Music and tradition

UNESCO's Collection of Traditional Music constitutes another form of the cultural heritage. The black vinyl recordings first issued in 1960 may have been supplanted by tape cassettes and compact discs, but their aim is the same: to preserve cultural identity as expressed through music. Similar projects – using modern audio-visual and computer technology – exist for transcribing the non-physical cultural heritage. Languages that are dying out will be preserved in dictionaries, grammars and bibliographies. A 'Stages of Life' project will video record many non-verbal traditions related to the role of women in transmitting cultural values. As part of its mission, each cultural project expects to train people in skills appropriate for developing their own cultural preservation activities.

Fresh historical perspectives

The year 1995 has been set for completion of UNESCO's six regional and interregional history projects: four multiple-volume general histories of Africa, Latin America, Central Asia and the Caribbean; one work on aspects of Islamic culture; and one *History of the Scientific and Cultural Development of Mankind*. The last volume to appear in the 8-volume *General History of Africa* covers the period 1500-1800 and completes the series. In its 1,045 pages it ranges north to

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Recordings of traditional music help keep the cultural heritage alive.

examine the Ottoman presence in Egypt, Tripoli, Tunis and Algiers, then south of the Sahara to where some of the larger, older states such as Christian Ethiopia were collapsing – to the west coast of Africa, where new power bases in Asante and Dahomey were emerging. If funding is adequate, the History should appear in many language editions, including Chinese, Arabic and perhaps Swahili and Hausa.

Cultural crossroads

Cultural identity does not relate exclusively to the past: on the contrary, it is a dynamic process of constant change and interaction with other cultures. Cultures need each other and are regenerated through exchanges and encounters. UNESCO has adopted the potent

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The caravanserai – a timeless evocation of travel, trade and intercultural dialogue.

UNESCO's World Heritage Convention recognizes the 'outstanding universal interest and value' of both cultural monuments and natural sites.

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The great voyage of Marco Polo inspired UNESCO's Silk Roads project that culminated during 1990-1991 in three expeditions retracing the great trade routes that first linked east with west. Each 'caravan' followed a different route by land or sea, and each has revealed how extensive were the exchanges not only of commodities – like spices and silk – but also of ideas and values. In 1992, a fourth expedition of 54 specialists from 22 countries crossed 4,000 kilometres of steppe from Khobdo to Ulan Bator along the Mongolian Nomad Route.

The Silk Roads project has led to a number of intercultural and joint research activities: petroglyph studies, a maritime institute in China, a proposal for an institute for Central Asian studies under UNESCO auspices, another for a Buddhist studies information centre in Sri Lanka, and many others that will come to life only once the project's findings have been fully evaluated.

Another project involves the revival of the Library of Alexandria. This wonder of the ancient world built by the Ptolemies, is said to have contained over 500,000 papyrus rolls cross-referenced by subject and author. Today, many centuries after it was destroyed by fire, the Egyptian Government wants to recreate the world's first universal library, with the assistance of the international community. The cornerstone was laid in 1988, and 1995 is the announced date for opening the doors. UNESCO has provided advisory services during the planning stages, but it has played an equally important role as catalyst: six committees of Friends of the Alexandria Library are in place in Europe and North America, and the Director-General expects to receive support from other extra-budgetary sources during 1992-1993.

Cultural identity takes many forms: here, an Inca temple at Machu Picchu, Peru.

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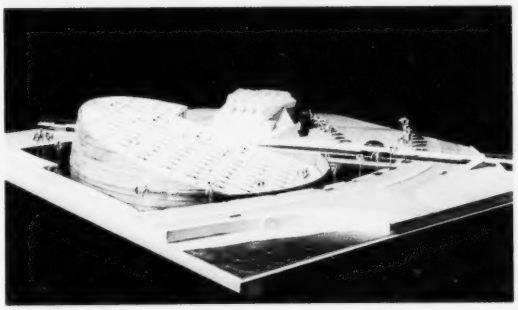

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Mock-up of the winning entry in the international competition for the new library of Alexandria, designed by a team of Norwegian architects.

Many additional intercultural projects could be mentioned: the Arabia Plan, to promote Arab cultural heritage; the Mayan World, to protect an ancient yet living culture and to develop cultural tourism in Central America; the Iron Road of Africa; and the Baroque World project, to explore the art and architecture of a shared past. What these all have in common is the wish to open up new avenues of intercultural exchange and dialogue.

Culture for development

As the UN agency responsible for culture, UNESCO has a special obligation to promote creative expression and to seek recognition for the artist and his place in society. The Recommendation Concerning the Status of the Artist (1980) was drawn up to help countries devise social legislation to ensure a minimum standard of living and protection for artists and authors. In

Discovering pottery through hands-on experience

In this age of mass production and synthetic fabrics, many children have no sense of the role once played by traditional arts and crafts in their society. The French Government, concerned that a part of France's cultural heritage may soon be gone forever, has carried out an experiment to see if it could woo school children back to 'unfashionable' craft professions such as pottery, glass-making and basketry.

Every week for three months, the pupils left their school to visit a nearby pottery workshop, where a few old-timers still practiced their craft. They talked with the potters, they kept notebooks in which to write and sketch, and they marvelled at the ease with which knobby hands were able to shape elegant bowls from recalcitrant lumps of clay. The children tried their hands, too, with less success. Moulding clay, they learned, takes skill and patience as well as an eye for texture and proportion. It may take years to acquire the gift.

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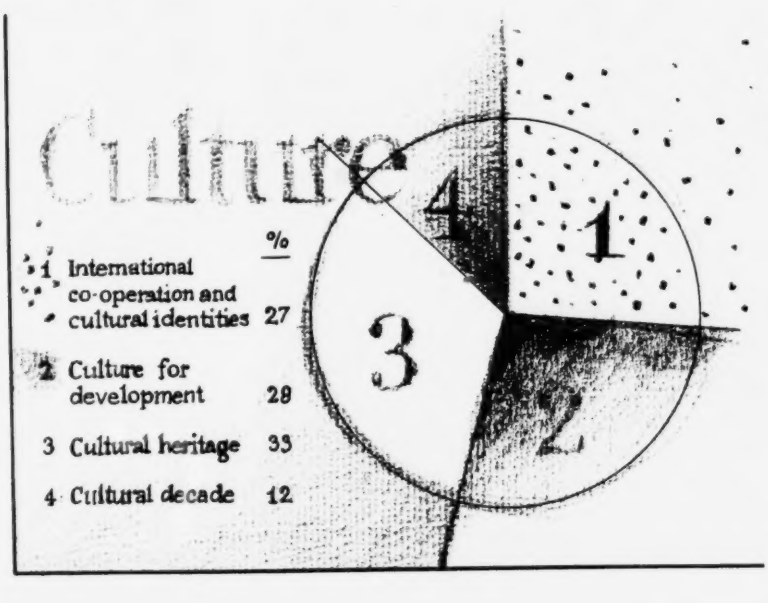

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opted craft workshop
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Crafts are an essential component in the economies of many developing countries; UNESCO is therefore helping Member States to establish crafts development policies and to exhibit their best creations. Three UNESCO Crafts Prizes for 1992 have been awarded, and a programme of craft workshops in schools was launched. UNESCO, in consultation with the International Labour Organization (ILO), will also look into the desirability of drawing up a recommendation on the status of the artisan, similar to the one for artists.

The UNESCO Arts and Media Centre in Cologne will solicit young artists from all regions, but especially from Africa. Fellowships, prizes and cultural exchanges will be offered. The activities are to be carried out in cooperation with other, largely non-governmental, organizations such as PEN, the World Crafts Council (WCC), the International Music Council (IMC), or the International Council for Film Television and Audio-Visual Communication.

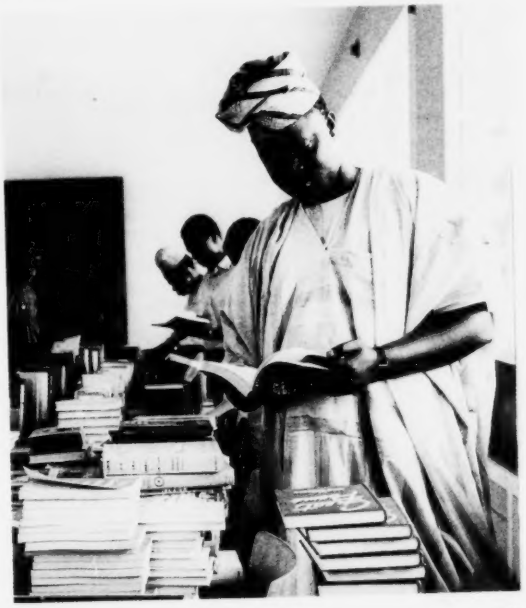
Safeguarding today's creations for tomorrow

In most industrialized countries creation and copyright are taken for granted as two faces of the same coin, yet in some other parts of the world there is no tradition of either promoting or protecting intellectual and artistic output. Because the principle of copyright is not well understood in many countries, UNESCO is approaching the matter from an educational standpoint. It is preparing a whole package of teaching materials and training events to develop copyright awareness among such key players as journalists, translators, librarians and documentalists. A manual for teaching about copyright at the university level is being distributed throughout the African, Arab and Latin American regions. UNESCO's own quarterly journal, *Copyright Bulletin*, will help to get the message across through its English, French, Russian and Spanish-language editions. An Arabic guide to basic copyright principles is being prepared in conjunction with the Arab League Educational, Cultural, and Scientific Organization (ALECSO).

The instruments on which international protection of copyright is based include four conventions. 1992 was the 40th anniversary of the Universal Copyright Convention, and UNESCO hopes that the occasion has persuaded more countries to adhere to the Convention so that the © symbol becomes truly universal and respected. China has recently signed it and a number of countries in eastern Europe have solicited UNESCO's help in setting up appropriate legislation.

Books need readers, readers need books

Hand in hand with copyright is the need to match up books with readers. Freedom of expression and other rights for the creator are irrelevant if no books are being produced or if people cannot get to read them. During 1992-1993, UNESCO is providing technical assistance to Member States for training book professionals along the entire chain of production, from manuscript preparation and printing, to sales and marketing. It is



promoting joint government and private sector consultations to establish appropriate legislative, administrative and fiscal frameworks favourable to the book industry, including customs agreements. It works in association with regional and non-governmental organizations such as the Regional Centre for Book Development in Latin America and the Caribbean or the International Publishers Association.

Also useful are regional approaches to training, printing, paper buying and end-product distribution. With the help of UNESCO, French-speaking countries in Africa are devising a strategy to improve book distribution in their sub-region. Another network seeks to match up potential book donors with suitable recipients. Bulk purchases and co-publication arrangements can also keep costs down and enable reading materials to be produced for those who most need them. During this biennium the target group in Africa includes women and children, whereas Asia is focusing on community promotion of reading. In Europe, a campaign is under way to reach adolescents and young adults. A reader's 'passport' gives access to various book and cultural events across the continent, at affordable prices.

Spanish and Portuguese-speaking countries have worked out an ingenious plan to broaden the readership base and to share cultural experiences. With backing from Iberia Airlines, the Fondo de Cultura Economica and UNESCO, some 22 publishers of major newspapers in Latin America, the Caribbean, Spain and Portugal have agreed to carry free literary supplements in their Sunday editions. 'Periolibros', as the initiative is called, presents complete texts – with illustrations – of historical and contemporary masterpieces. This should encourage the reading habit and draw the far-flung Ibero-American community closer together. The total circulation of these papers comes to millions of copies.

31

32

Through its Collection of Representative Works, UNESCO puts the world's literary masterpieces within everyone's reach.

33

World Decade for Cultural Development

The World Decade is not so much a programme as a set of activities that reinforce a central theme and sense of priorities. In keeping with UNESCO's special mission, it seeks to restore humanity to human beings by affirming the importance of cultural factors, creativity, motivation, cultural identity and self-fulfilment in development goals. UNESCO programmes highlight the great diversity of cultural values in the world, and show how it helps to preserve them for future generations. Cultural diversity is a resource to be cherished and nurtured. At the same time, as UNESCO makes clear, there is unity in diversity. The World Decade celebrates our differences, but reinforces a sense of common purpose and belonging.

14

Restoring Fez: when the monument is a whole city

Morocco's royal city of Fez was a prominent centre for the dissemination of knowledge in Africa and the Arab world. Its most famous madrassa (school), Al-Qarawiyin, was founded in 895, long before its counterparts in Europe. Today, this centre of learning and faith is a victim of time and demographic pressures. During the past 15 years the population of Fez has doubled to 600,000 inhabitants, and projections show there could be one million in the year 2000. The river that once delivered water to mosques and homes via an elaborate network of canals, is now polluted. The walls of the medina – the historical city – encircle a commercial centre that is choked. Many of the city's best craftspeople have now moved out.

In 1980, UNESCO launched an appeal to safeguard 'Fez – Living City'. Since then, and working in conjunction with Moroccan authorities and UNDP experts, it has helped in preparing a vast masterplan for urban renewal and conservation. A complete inventory was taken, with everything photographed and classified according to priorities. The rehabilitation plan identifies the zones to be conserved and provides a schedule for the most urgent tasks. Fez should remain a living city and not become a museum. The campaign has focused on the medina, yet the walled town cannot be saved in isolation; restoration must go hand in hand with efforts to reduce congestion and decentralize population, now that saturation point has been reached.

As a follow-up to the Fez action plan, Morocco had to establish new laws and institutions, including a town-planning agency approved by the Parliament. Now it is mobilizing resources for preservation of the architectural heritage. A private association of businessmen has found sponsors for individual monuments: Bab Mahrough, one of the principal gates to the city; the Bounanya Madrassa founded in 1351 and famous for its hydraulic clock; the Najjarin caravanserai, a fine example of Arabo-Islamic art, in the heart of the medina. Twelve houses in the medina have been entirely renovated to serve as models for the rehabilitation of hundreds of others. The work was done using local tradesmen and recycled building materials. With UNESCO as a partner and completed small-scale projects in place to act as magnets for donations, there is hope that the former jewel of the Islamic world can survive the next millennium as a living city.

Photojournalists in Madagascar learn how darkroom techniques can enhance their reporting of news or development issues.

IN UNESCO's 1992-1993 programme, communication activities are pursuing three objectives: enhancing the free flow of information and ideas by supporting institutions – such as an independent press – that will encourage diversity and pluralism; helping countries build up their own communication capacity and competence so that they can participate more actively in the communication process; and harnessing the potential of new communication technologies appropriate to each situation, especially in the developing countries.

Even though the word 'communication' does not appear in the UNESCO acronym, the importance of this activity has been recognized since the Organization's founding. In its first article, the Constitution is explicit in charging UNESCO with responsibility 'to promote the free flow of ideas by word and image.' In the same breath, it stipulates that UNESCO should work to advance 'the mutual knowledge and understanding of peoples, through all means of mass communication....'

For UNESCO, then, communication is both a means for accomplishing its mission in education, science and culture, and an end in itself, a programme linked to human rights and the expression of human freedom and diversity. To participate fully and effectively in today's world, people must be conversant with both the technical side of information 'processing' and with the substantive issues governing content. They must have the right to speak, but they must also have unhindered access to the means of communication. UNESCO is working to make the process smoother, more open and more equitable, so that everyone's voice is heard.

Communication is a resource for socio-economic development, a vehicle for international cooperation in the exchange of knowledge, and a tool for building a world in which peace and democracy may flourish. Each of these communication objectives is rooted in the principle of the free flow of information.

In every area, UNESCO works with a wide range of partners to meet the needs of Member States for training, resource development, policy formulation, improved access to information, and institutional growth. Operating from field offices spread across the globe, ten UNESCO regional advisors in communication help Member States prepare new proposals and launch accepted projects.

Promoting a free press and free flow of information

On taking office in 1987, UNESCO's Director-General immediately reaffirmed the Organization's commitment to democratic values and the principle of a free press. In 1989, the General Conference, adopted a 'New Strategy' in communication, laying to rest the misunderstandings and controversies that had marked the call for a 'New World Information and Communication Order.' Clearly affirming the democratic intent of the founding fathers, the Strategy announced three aims: to ensure a free flow of information at international and national levels; to promote wider and better balanced dissemination without any obstacle to the freedom of expression; and to strengthen communication capacities in developing countries, especially through the International Programme for the Development of Communication (IPDC).

This new orientation, which coincided with the fall of the Berlin wall, opened up new opportunities for

When push comes to shove

Peace-building is a long and difficult task at the best of times. In the worst of times, when distrust turns to hatred and clashes turn to war, it may seem hopeless. At such moments, the existence of a free and independent source of news is crucial.

In Sarajevo, one independent and democratically-oriented newspaper is still alive, despite the atrocities going on around it: *Oslobodjenje*. A dedicated staff of Croatian, Muslim and Serbian journalists are using words to fight for decency and human rights, trying to be impartial in reporting each day's events, trying to appeal to reason and tolerance. The newspaper was on the point of suspending publication because of lack of newsprint. Together with the United Nations High Commissioner for Refugees (UNHCR), UNESCO has found a solution: the UNHCR has graciously agreed to arra transportation and safe p for some 40 tons of new that is stocked in a town 15 kilometres from the b Sarajevo, on a regular ba ensure the continued pub of *Oslobodjenje*.

Commitment to a free p very well, but when pus to shove, it may be nece put the principle into pra

This public bulletin board posts the news for all to see.

UNESCO to improve the free flow of words a and to encourage press freedom and media particularly in the emerging democracies of In February 1990, UNESCO organized a meeting of East-West media representative more about the needs of an independent pre ern Europe and how it could help to meet t then, a number of regional seminars have be secure international support for strengthe freedom and diversity.

Encouraging independence, pluralism and diversity

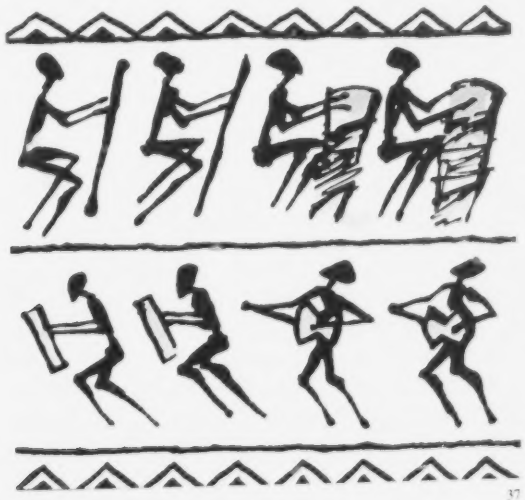
In April 1991, UNESCO and the United N vened a round table for media profes Windhoek, Namibia. Participants assessed th of the press in Africa and came out loudly of 'independence, pluralism and diversit media. They adopted what is now kno Windhoek Declaration.

Asian media experts met in Octob Alma Ata, in Kazakhstan, for a similar dia received financing from the Rockefeller F

Norway, Canada, Japan, the Netherlands and UNDP, along with support from UNESCO and the IPDC. The Asian seminar offered an outlet for pent-up frustrations over the slow rate of change and the numerous obstacles yet to be overcome in achieving independence, particularly in the countries of central Asia. Shortages of paper and equipment are the most obvious hardship, but these are compounded by problems arising from the persistence of obsolete practices and old ways of thinking.

Twenty-media professionals from eastern and central Europe have attended study programmes in western Europe and North America. At the same time, a Media Centre for Eastern and Central Europe, based in Warsaw, has received assistance enabling it to mount its own training courses for journalists. The Lithuanians are installing new equipment in their damaged National Radio and Television building. In Slovenia, UNESCO, the International Federation of Journalists (IFJ) and the International Federation of Newspaper Publishers (FIEJ) will hold a round table for press people from the countries and territories of the former Yugoslavia. The idea is to give them support and build confidence in their role in contributing to the peaceful settlement of the conflict.

Drums and musical instruments also get the message across.



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Portable recording equipment makes it possible for people in outlying areas to participate in community broadcasting.

Legislation and networking

UNESCO helps countries that have little experience in operating a free press by compiling examples of legislation from other countries which could serve as models. In many countries that are trying to liberalize the flow of information, the press may no longer be an instrument of State, but often it is run as a monopoly by the same people who controlled free expression under the old regimes. It is essential, therefore, that there should be national legislation to protect freedom of expression.

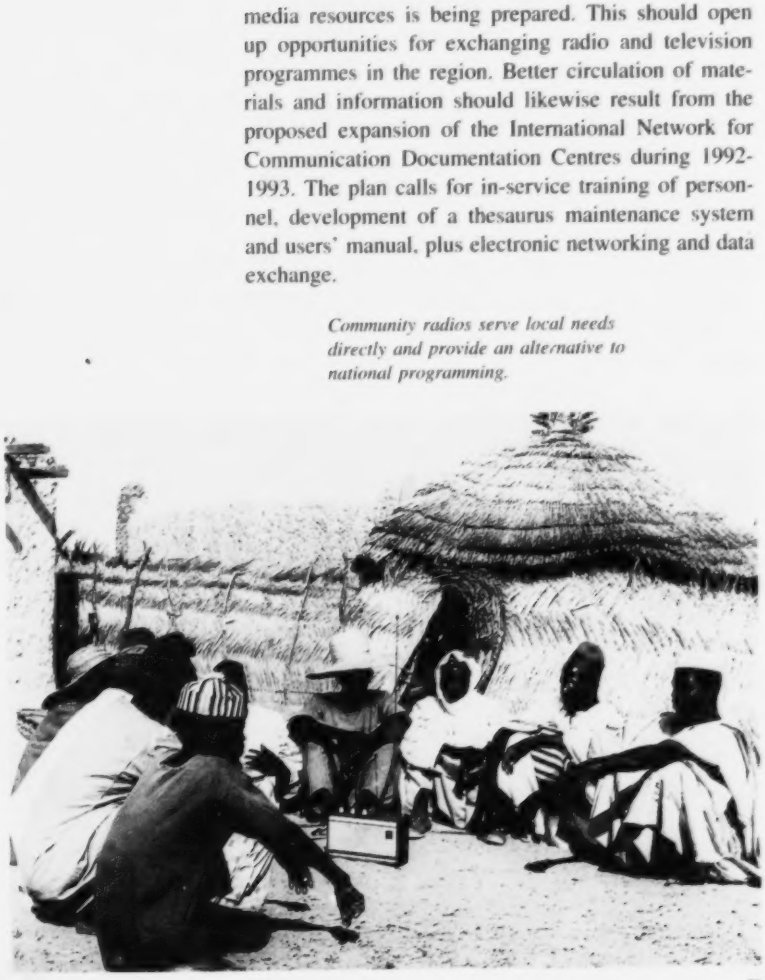
Since the Alma Ata Seminar, UNESCO has been invited to help the Kazakh authorities develop new legislation and management practices to ensure a free press in Kazakhstan. Three subjects are under discussion: what kinds of media laws would be appropriate and desirable; how to set up a public broadcasting system that would serve the needs of a free and heterogeneous society; and how to devise policies that will allow ethnic minorities in Kazakhstan a fair share of media resources. One idea is to produce programmes locally in Russian or German as well as in Kazakh, so that all the communities are served. The example of a democratic press could help the peace process.

UNESCO works with professional organizations to carry out regional surveys of the flow of

television programmes, to arrange coproductions between developing countries, and to encourage exchanges on a South-South, South-North basis. It supports independent associations that can monitor press freedom, especially in developing countries and the fledgling democracies of eastern Europe. The same professional groups serve as intermediaries for exchange programmes designed to improve reporting practices or management skills in print journalism and broadcasting.

In Latin America and Africa a database on media resources is being prepared. This should open up opportunities for exchanging radio and television programmes in the region. Better circulation of materials and information should likewise result from the proposed expansion of the International Network for Communication Documentation Centres during 1992-1993. The plan calls for in-service training of personnel, development of a thesaurus maintenance system and users' manual, plus electronic networking and data exchange.

Community radios serve local needs directly and provide an alternative to national programming.



Finally, UNESCO is working with
cerned agencies of the United Nations to eas
for international accords that promote the
exchange of information. In July 1992, for
UNESCO and the International Telecomm
Union (ITU) signed an agreement that will s
joint efforts in communication technology
working. It aims for a more economic and re
of resources.

Communication for developm

Roughly 60% of UNESCO's communication
1992-1993 is allocated to improving comm
capacities in the developing countries: infrastr
human resources. Some $3,200,800 are set as
regular budget, plus another $5 million to be
projects funded under bilateral arrangements

Many activities take place in the f
of the International Programme for the Devel
Communication (IPDC), created in 1980 to he
communications infrastructure and savoir-fair
oping countries. A special account for volu
tributions was set up for this purpose, althoug
for approved projects also comes from multi
eral sources. The Programme acts as a clea
for requests to the international community
cal and financial assistance in the developing
It is a major instrument for the creation an
ment of communication infrastructure and k
working through such outlets as news agenc
enterprises, the rural press and communicatio
to development activities. During the early pa
1993 the IPDC's special account project
$3,000,000 of voluntary contributions, in eith
kind. Thirty-four projects have been approv
biennium, including, for the first time, pro
mitted directly from the private sector.

Today's more liberal political cl
boosted expectations for greater diversity i
tion sources. Two African projects for this
are representative of the kinds of activities
ports. SENDA, a women's magazine in Mo
has received a grant enabling it to in

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With modern technology, news can be beamed to remote corners of the globe.

circulation and to ensure a more regular distribution. In Gabon, support has gone to a journal called *'l'Egalité'*, published by the Association des Femmes Juristes Gabonaises.

Regional news networks

Since the 1970s, UNESCO has been pushing to develop regional news agencies and information exchange. The Caribbean News Agency (CANA) was the first to be set up. It now operates independently and serves most of the newspapers and broadcasting stations of the area. During 1992-1993, CANA is seeking ways to contribute to disaster-preparedness and emergency relief efforts in this storm-battered region, especially through the use of satellite communications.

After CANA, other news networks were established in Africa, Latin America and Asia. These are now receiving help in computerizing their operations so that both management and production staff can respond to situations with speed and efficiency. The aim is to create an integrated system, with online access to news bureaux, subscribers and databases, plus automated reception and dispatch. In Africa alone, six agencies have already been modernized, with another ten due to be by the end of 1993.

A major effort is currently under way to revive the Pan-African News Agency (PANA), founded in 1979. Together with the Organization of African Unity (OAU) and a group of private backers, UNESCO is drawing up plans to restructure the enterprise and put it on a commercial footing. The new formula calls for a mixture of public and private sector capital and will require scrupulous adherence to professional standards and the principle of editorial freedom.

Developing skills and credibility

UNESCO programmes stress training of editorial, technical and managerial personnel, paying as much attention to business accountability as to various communication skills. During 1990-1991 an estimated 2,000 communications professionals received training. A similar number should be reached this biennium, many of them women. The training of trainers in national and regional institutions will be further strengthened through the design and production of prototype audio-visual training materials and the setting up of a world-wide referral service for communication trainers and training resources, in cooperation with the International Centre for Film and Television Schools (CILECT). A central database will link the different institutions of the network. Special attention is given to the training of women communicators in developing countries and to encouraging media coverage of women's activities. For instance a Women's Feature Service based in New Delhi is reporting on women's activities via its network of regional centres in Zimbabwe, Togo, Jamaica and Costa Rica.

41

Training of women is a priority.

When appropriate, development issues are integrated into the training programmes to strengthen communication campaigns on questions of health, education, environment and population. For instance, during 1992, courses held in Cotonou (Benin) and Yaoundé (Cameroon) offered participants the chance to specialize in one of five areas: economics, international relations, rural development, health and environment. A special 'how-to' campaign kit describing integrated development is being circulated to a hundred educational institutions. The package includes case studies, a video-cassette, a directory of agencies, a bibliography, and other materials designed to teach by example.

New demands, new media

The first African television festival in 1993 is expected to bring together the Union of National Radio and Television Organizations of Africa (URTNA) with specialized agencies of the United Nations, under the umbrella of the World Decade for Cultural Development. Like similar fairs for books and the ci should provide a showcase for Af TV films about Africa. Each Unit will offer a prize for the best entry petence and the buying and selling brisk. Festival headquarters is in S will host the event, thus encouragin gling between French and English

UNESCO supports numero ities designed to upgrade profession women into positions of responsib regional and interregional cooperat ing. The successful completion between the National Film and (NAFTA) of Ghana and Banyan, L Tobago, has resulted in several sir The IPDC funded a series of 13 ha devoted to different facets of the and cultural diversity.

In striving for wider and semination of news, countries mus as well as consumers of programm under way to set up coproduction ar

Appropriate technology may b Here in Niger, youngsters lea

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new or old.
about video.

Movies are a popular medium

Speaking out, speaking up

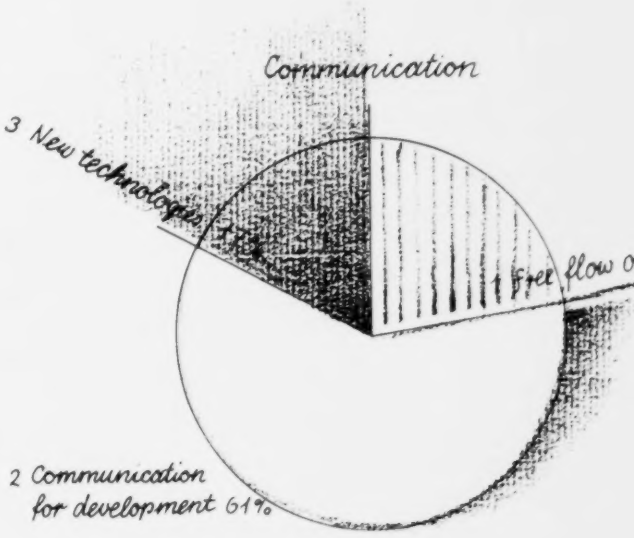
In Ghana, UNESCO support has allowed the Apam Community FM station to transmit since 1987, covering a 20-kilometre radius and serving a population of 75,000 in about 25 small towns and villages. Most of the programming is music, but there are also public health messages and special literacy hours for a population made up mostly of farmers and fishermen. All broadcasts are in the local language.

In Sri Lanka, the Mahaweli Community Radio (MCR) is part of the Mahaweli Development Project, a multi-purpose irrigation project that involved the resettlement of more than 60,000 farming families on newly-opened land in the central part of the island. These local people participate directly in planning, recording and editing the programmes on 'their' station. Many of the programmes focus on agriculture, animal husbandry, family planning, sanitation and education, but others present aspects of cultural life that succeed in marrying folk media with mass media. An evaluation carried out in 1990 revealed that the programmes had an impact on one million settler families spread over 80 villages. As a result of MCR's popularity, other community radio stations are now springing up, with ten more under construction. Besides training a corps of radio producers and technicians, MCR has given a voice to the people of Mahaweli.

French-speaking countries in West Africa and Europe. The package would include editorial, technical and maintenance training, the setting up of a television production centre in West Africa to ensure professional-quality production; and a financial contribution towards the cost of producing a series of video films which will be broadcast on French channels around the world and marketed in other regions.

Communication technology and development

In the third part of its communication programme, UNESCO seeks to extend the applications and relevance of technology, whether old or new. The needs of developing countries and rural societies receive the highest priority.



UNESCO and its aid partners are sponsoring a number of media projects focused on the special needs of people living in remote or rural areas. The assistance comes in many forms: custom-designed circuits for a 500 watt FM transmitter that can be used in dense jungle or wherever the topography blocks signal radiation; installation of VHF link facilities in neighbouring towns to boost the reach of existing low-pow for broadcasters, engineers and encouragement of complementar and help in tapping local resourc cial support.

In the Philippines, wher scattered over 7,000 islands, UN

Putting the quill pen into a computer

In northern Europe, modern communications technology can be dated from the 15th century when Gutenberg invented movable printing type. That innovation allowed books and documents to be produced swiftly, in the vernacular, and at an affordable price, thus making the written word accessible to all. In this century, computerized typesetting and printing have completed what Gutenberg set in motion, at least for languages having a roman script alphabet. But what of other languages, like many in Asia that rely on ideogrammes or the curls and swirls of exotic alphabets?

Without computerization, it is difficult to bring the benefits of fast and efficient communication to some of the world's most ancient societies. In addition, these societies risk losing a whole chunk of precious cultural identity if they cannot adapt their script to the times. Solving the problem requires more than technical skill. It is an interdisciplinary tour-de-force demanding expertise in linguistics, syntax analysis, calligraphy, font design, optical scanning, artificial intelligence, machine translation, computer programming, electronic data transmission and printing.

UNESCO h packaging o computer te service of a already com alphabets. A sponsoring to bring tog engineering entrepreneu to turn the into laser p

Freedom of the press means a commitment to editorial independence, pluralism, and the free flow of ideas and images.

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Aid Agency, in cooperation with Philippine organizations, have set up pilot projects in two isolated rural areas to test whether communities could run their own radio station and newspaper. Success has been resounding, and 10 more sites are scheduled between now and 1996, when international sponsorship will end. An evaluation done in 1991 by the University of the Philippines showed that 98% of the households around the Batanes location have radio sets and rely on the project station for information and entertainment.

Rural newspapers: pluralism through independence

In Africa, UNESCO has played an active role in establishing rural newspapers printed in local languages. The pioneer venture goes back to 1972, when *KIBARU* was launched in Mali, in the Bambara tongue. In 1983 another regional paper was launched – *KABAARU*, in Peulh. A third edition, *XIBAARE*, saw the light of day in 1989, when a version in the Soninké or Sarakolé languages first appeared. UNESCO is now building on this experience. The invention of Afralpha, a software that allows any characters from the African Reference Alphabet to be reproduced by computer, has revolutionized local publishing. With the arrival of the personal computer, transliteration software and laser printing, low-cost, high-performance technology is now within the grasp of everyone.

Technology and will-power are not always enough to keep a newspaper going. There is strength in association, and UNESCO is helping a number of joint ventures for private, alternative press and publishing activities together with national and regional organizations. In Africa programmes centre on the management of small and medium-sized press enterprises and the use of low-cost, appropriate new technologies to ensure the economic viability of private press concerns. For if a free press is to prosper, the independence of alternative news outlets must be assured. Only then can readers choose from a range of opinions and news sources.

The results of several studies carried out during the last biennium will be available during 1992-

In the Philippines, news tabloids boast a variety of opinions and views.

1993. One study evaluates ten years of UNESCO communication activities undertaken for the benefit of women. The other looks at the impact of new communication technologies on women, based on thirteen case studies carried out in ten countries: Bolivia, Burkina Faso, Canada, Chile, France, Egypt, India, Singapore, Sweden and the United States. It will be published in the series 'Reports and Papers on Mass Communication.'

Footprints and tractor marks provide visual clues to the unfolding drama of human development and social change.

Scientific tools for plotting change and development

UNESCO, alone among the United Nations agencies, has the unique mandate of contributing to the development of the social sciences as scientific disciplines within Member States. It does so by strengthening professional and academic institutions at national and international levels; by promoting co-operation in research, education and training; and by fostering information exchange.

In recent years, as the social sciences have assumed a more central role in UNESCO activities, three areas have emerged and are clearly expressed in the programme for 1992-1993. The first emphasizes the need to engage in interdisciplinary and comparative approaches to global problems. Only then can social science tools and data serve as a basis for the formulation of policy that will guide development. The second requires that interdisciplinary and comparative research should be based on high-quality data. The third trend is moving the social sciences towards large-scale institutional participation that requires the active cooperation of governments, higher education and private organizations in common endeavours.

Research, training and documentation

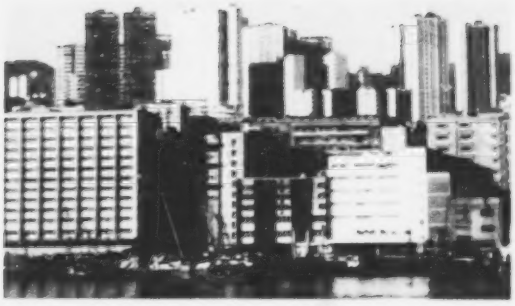
UNESCO's basic goal during this biennium is to promote the social sciences as academic disciplines, primarily by strengthening regional and global networks of specialized institutions that foster research, training and information exchange.

In Africa, the newly-created African Council for Social and Human Sciences will become an important player. In Latin America and the Caribbean, the Confederation of Central American Universities (CSUA), the Latin American Economic System (SELA), the Latin American Social Science Council (CLACSO) and the Latin American Faculty of Social Sciences (FLACSO) are the major actors. Activities focus on issues raised by structural economic adjustments and democratization. In Asia, UNESCO is supporting the programme of the Asian Association of Social Science Research Councils (AASSRC), as well as a social science information network. In the Arab States, a joint effort by UNESCO, national universities and the Regional Centre for Social Science will produce the Arab Lexicon of the Social Sciences.

Inter-university twinning arrangements will improve the quality of teaching and research, especially in developing countries, as will the creation of UNESCO chairs for post-graduate training in the social sciences and development at universities in Spain, Canada, South Africa, Australia and Thailand. Some 35 specialists will have received short-term fellowships by the end of 1993.

Support for information services takes several forms: publication of the renowned *International Social Science Journal* (ISSJ) in 6 language editions; financial assistance to documentation networks in Africa, Latin America and Asia; and extension of DARE, the data bank for the social sciences. So far, the DARE system contains more than 10,000 references to institutions, researchers and publications spread across five continents. Through DARE, institutions have

Social Sciences	Development
Regular budget:	Regular budget:
$11,675,500	$5,679,000
Includes staff costs	Includes staff costs
Extra-budgetary funds:	Extra-budgetary funds:
$32,300,000	$1,850,000



With more and more people migrating to cities from rural areas, it is increasingly difficult to provide adequate social services and a healthy environment.

computerized access to UNESCO's CDS/ISIS software, distributed free of charge. Although developed initially as a bibliographic data base, ISIS is now being expanded to handle the collection, management and dissemination of all kinds of information in a network environment. It exists in mainframe and microcomputer versions, serving more than 4,000 institutions world-wide.

One of the most significant activities of this biennium has emerged as a follow-up to the Santander Conference of June 1991, which brought together social scientists from 25 countries in UNESCO's European region: it agreed to establish a network of scholars who would draw up a Europe-wide agenda on pressing social issues, and to launch an international programme in the social sciences aimed at promoting international and regional co-operation in research on a limited number of social problems of global concern.

Addressing change in today's world

The social sciences offer valuable insight into the 'hows' and 'whys' of human behaviour. Helping countries and institutions to develop these powerful analytical tools is only part of UNESCO's mission, however. The other part consists of applying the lessons of social science research to major real-world problems.

During 1992-1993, UNESCO has named four priorities: cities and marginalized social groups, women

UNESCO aims to make society more responsive to the needs and aspirations of its youth.

as agents of change, the International Year of the Family, and population education and communication. Seminars for reflection, research, training, pilot projects, institution-building, networking and information exchange are the usual tools of activity implementation.

Cities

In cooperation with Member States, UNESCO has set up three pilot projects in cities of Africa, Asia and Latin America. The aim is to help alienated young people acquire the knowledge and skills they need to improve their social and economic status, by making governments more responsive to their needs and more willing to recognize their potential value in the community.

In a suburb of Mexico City, for example, the authorities are working with a group of youngsters to encourage them to develop vocations in music and painting. The artists' reputations are growing, and they are beginning to use their talents to organize entertainment and fund-raising activities, while reaching out to other social groups. The roots of this particular project go back to 1985, at the time of the terrible earthquake. Local people were surprised to discover that the marginalized youths were not useless good-for-nothings, but that they were among the first to come to the aid of disaster victims.

Women outside society's mainstream institutions are especially vulnerable to poverty and abuse.

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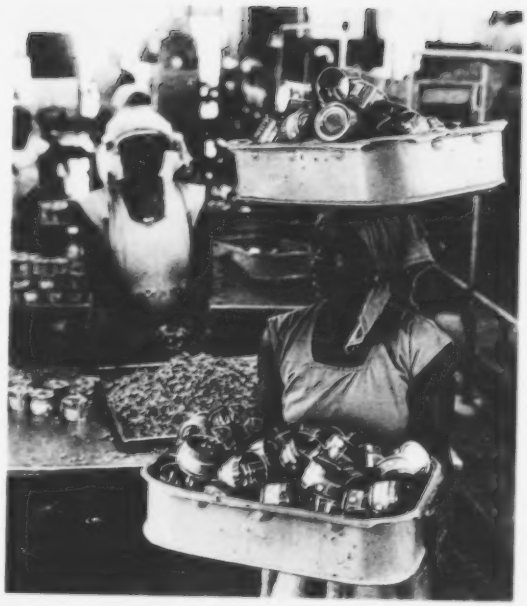

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Women have an equal right to jobs and training.

A number of workshops on urban renewal are being organized. These will make planners and decision-makers aware of the importance of integrated approaches for revitalizing urban communities. The Megapolis Centre in Moscow will be assisted in training a new generation of professional city managers.

Women

A number of activities are designed specifically to promote women's contributions to the solution of world problems, whether related to education, the environment, culture or population. Seminars will examine how women can help manage natural resources on a sustainable basis and protect the environment. Other activities will focus on the status of women and on 'gender studies towards the year 2000' that will map out future strategies for university teaching.

The primary role of women in the so-called informal economic sector is receiving special attention. Yet despite their potential influence, women working outside the mainstream institutions are far more vulnerable to abuse and poverty than women employed in the formal sectors of society. UNESCO, along with the International Labour Organization, the United Nations Industrial Development Organization and Member States, is working to harness the talents of these women. Whether in the developing countries or in the transition economies of Europe and Asia, they are a precious resource. Following an international meeting held in Indonesia, in November 1992, efforts are under way to establish a world-wide network of women in the informal sector, with support from the United Nations and donor agencies.

UNESCO's contribution to the United Nations-wide Year of the Family is a review of UNESCO-sponsored research on the material, social and cultural dimensions of the family.

The contributions of women to national development are not always recognized.

51

52

International Year of the Family commemorates civilization's oldest social unit.

Population

Countries need up-to-date information and understanding of demographic trends if they are to plan for social and cultural change. UNESCO works with other specialized agencies of the United Nations to produce, exchange and disseminate materials on factors influencing migration patterns, fertility rates and population trends. Two regular partners are the United Nations Centre for Social Development and Humanitarian Affairs and the United Nations Population Fund (UNFPA).

During this biennium UNESCO will help evaluate how population issues are being taught at university level, establish UNESCO chairs for population studies, organize 25 training courses for population specialists, publish a newsletter, set up three information clearing houses in Africa and conduct some 15 studies on socio-cultural factors affecting demographic change. Quality of life issues – as measured by good health, a drug-free environment, educational opportunities and full participation in community activities – are as much a part of the population equation as are birthrate and mortality figures.

UNESCO will be developing new methodologies for measuring the impact of population communication projects on target audiences. These results will

Population and development: finding the right balance

At the last census, Algeria's population had climbed to 23 million, with an annual growth of 2.8%. At this rate the population will double every 25 to 27 years. In practical terms, this means that by the year 2000 the number of children attending school will be increasing by one million annually, and some two million homes will have to be built to house the additional population.

UNESCO and the United Nations Population Fund (UNFPA) are helping Algeria to train members of a specialized Population Communication Unit in the art of alerting the public to the dangers of a too-rapid increase in population. Social communication is a new field, however, and it takes time to develop television and radio spots, posters and campaign materials that can influence behaviour, especially when little social science research on the relationship between attitudes and behaviour has been done.

To put the programme into effect requires action on several fronts: personnel must be recruited and trained; examples of successful campaigns in other countries must be collected and studied; and specialists from the health, social science and communication fields must work together to get their message across.

UNESCO is committed to 'helping countries like Algeria to strike the right balance between population and development.

be incorporated into training courses for campaign managers and in building awareness among political decision-makers. At the request of Member States and regional organizations, UNESCO will also prepare prototype materials to be used by teachers as a resource for class discussions and exercises.

When frustrations mount, the tension can lead to violence.

Youth

UNESCO recognizes the importance of youth and treats this slice of the population as a 'transverse theme' that cuts across all programme activities. Highest priority is accorded in this biennium to the International Youth Clearing House and Information Service (INFOYOUTH). The idea is two-fold: to link national and international institutions involved in youth activities through a database and information exchange system; and to support research – especially in the developing countries – that can pinpoint the needs and aspirations of young people.

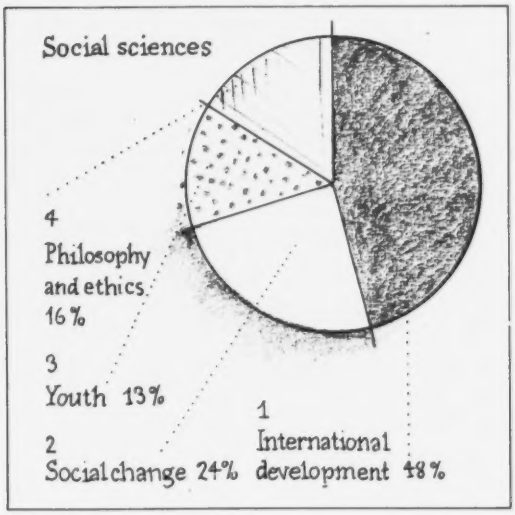
Development strategies: the human dimension

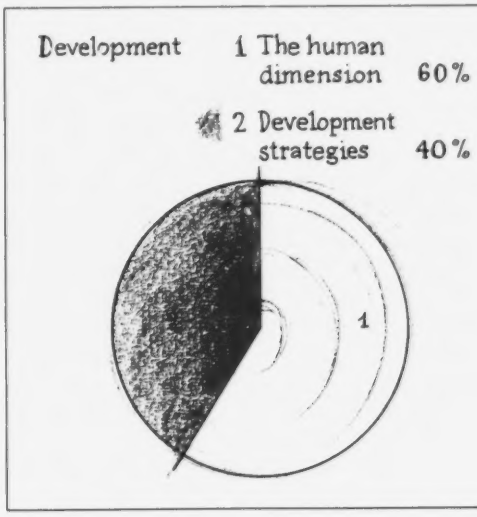
Whether seeking to broaden access to education, to redistribute more equitably the fruits of scientific research and technological progress, to protect intellectual property or to preserve a unique expression of cultural identity, UNESCO's first priority is human well-being. This devotion to the creative and cultural aspects of development – to human resources as the most precious resources of all – is UNESCO's special contribution to the global debate. UNESCO believes that until the human and cultural dimensions of development are integrated into prevailing socio-economic models, there can be no sustainable development, and no harmony between human beings and the natural environment.

During 1992-1993, UNESCO will start working on socio-cultural indicators that could be used in taking account of the cultural dimension in development projects. New training materials that focus specifically on human resource development are being tested in cooperation with UNDP, the International Labour Organization (ILO), certain Member States and non-governmental organizations.

Employment opportunities often fall short of expectations.

One of UNESCO's most pressing tasks is t help the least-developed countries respond to economi structural adjustments without having to jettison sup port for social and environmental programmes. Th Organization is assisting governments in formulatin requests for technical assistance and funding that mee the need for financial restraint, while still meeting th needs of the most disadvantaged social groups.





At the same time, many of these countries are inching their way towards democracy, a transition that needs to be encouraged, but also prepared. UNESCO is mounting programmes to teach negotiating and other skills to development managers lacking such hands-on experience. One typical activity is the training seminar being held in March 1993 for development administrators from eleven Asian countries; the agenda focuses on partnership contracts and explores the individual and collective responsibilities of the different parties signing the agreement. A human resources component is built into every policy and programme, and the connection between democratic practices and development is reinforced.

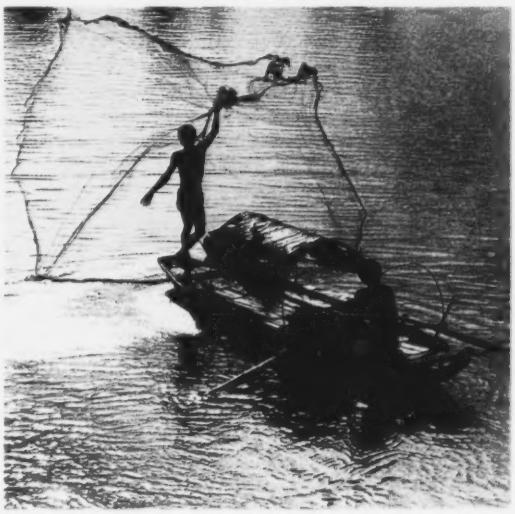
Working alongside the Club of Rome, the United Nations University and other specialized institutions, UNESCO is promoting comparative studies on economic and social change, and their impact on development. The interdisciplinary research will consider the likely effects of changing technology, population movements or diseases like AIDS on various development strategies. In eastern Europe, a regional network of future-oriented centres is being organized. These will study specific problems associated with the transition to democracy.

Philosophy and ethics

The Organization is committed to fostering tolerance, cultural diversity, respect for human rights, and peaceful coexistence. How to achieve these universal values, however, given their myriad definitions and interpretations, is less obvious than their desirability. It is UNESCO's task, under the heading 'philosophy and ethics', to debate the meaning of different values and their relevance to today's unfolding dramas. Some of the most perplexing questions have been raised by recent advances in the life sciences and medicine – for example, genetic engineering, *in vitro* techniques and life support systems. Such developments cast shadows well beyond the confines of narrow disciplinary interest, and the combined perspectives of the theologian, legal scholar, sociologist, doctor and biologist are necessary to illuminate the debate on bioethics.

One of UNESCO's objectives is also to promote the teaching of philosophy in Member States and, through study groups and publications, to encourage the philosophical frame of mind. The quarterly journal *Diogenes* will continue to receive support. UNESCO's partners in these endeavours include the International Council for Philosophy and Humanistic Studies (ICPHS), the Intersectoral Working Group on Bioethics and the Council for International Organizations of Medical Sciences (CIOMS).

UNESCO encourages development strategies that take account of different cultural values and promote self-reliance.



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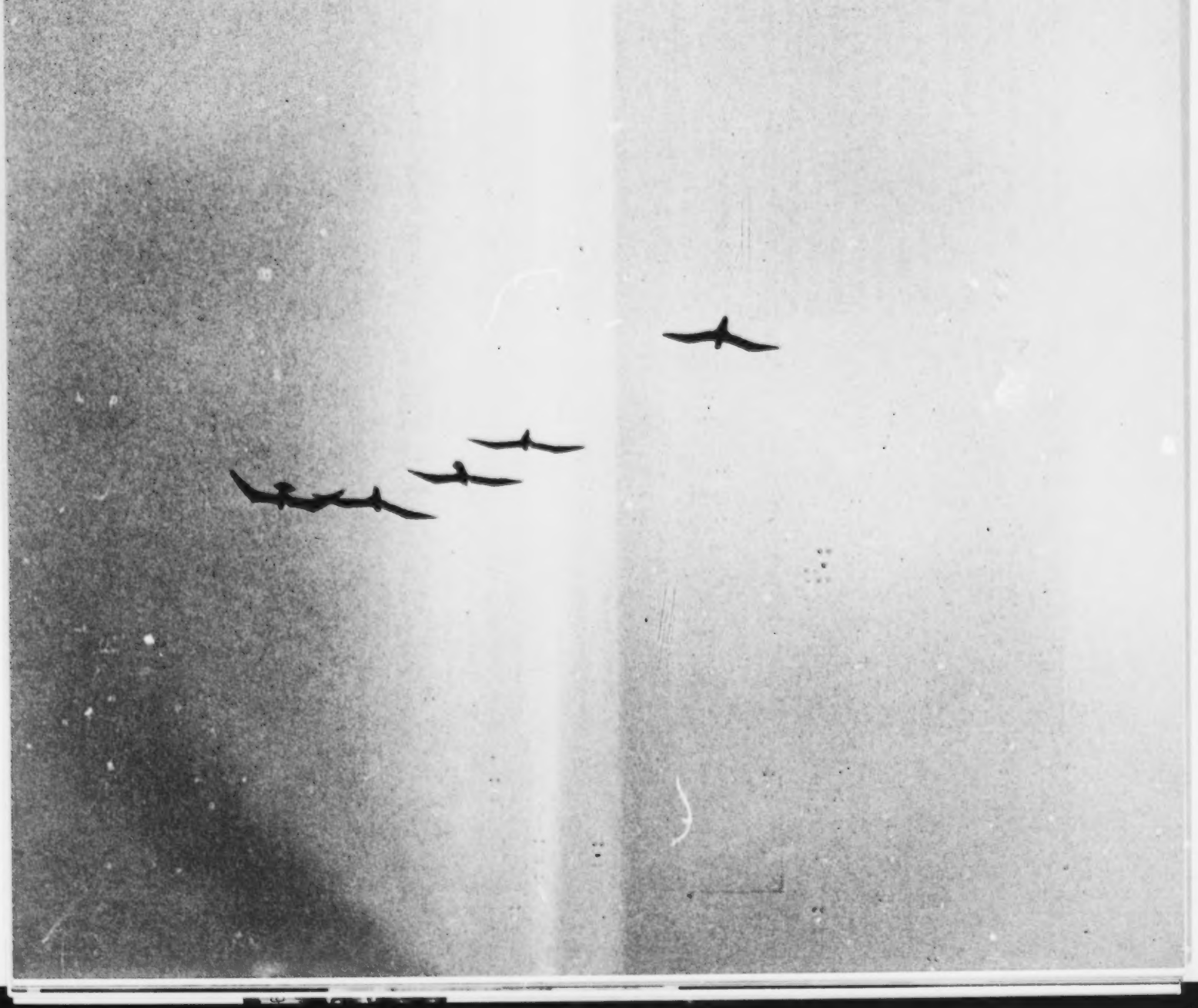

Without tolerance and respect for the rights of every human being, there can be neither peace nor freedom.

Building peace in the minds of men

TODAY, on the threshold of the year 2000, when millions of people wage a daily struggle for survival, the proliferation of local conflicts gives new urgency to UNESCO's mission: 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'. But how?

It is not within UNESCO's competence to deal with technical problems of arms control and disarmament, but it can help people reflect on the origin and nature of conflict, and thus come to grips with the destructive power of intolerance, discrimination and exclusion. By promoting international cooperation and by fostering a climate of mutual respect, understanding and non-violence in each field of competence, UNESCO strives to prevent conflict and to build a world-wide culture of peace. In this biennium, the Organization is concentrating on three fields of action: promotion of peace and international understanding, together with the consolidation of democracy; promotion and protection of human rights; and the elimination of all forms of discrimination, with apartheid in the forefront.

Promoting peace and international understanding

One of UNESCO's priorities is to assist Member States in developing a 'culture of peace'. UNESCO chairs on peace and human rights are being established as part of the UNITWIN project. Universities and research institutions sharing a commitment to international understanding and a culture of peace will create a new network of Associated Universities. A number of activities during 1992-1993 are follow-ups to the 1989 Yamoussoukro Congress on Peace in the Minds of Men and the Seville Statement on Violence. For instance, a meeting on the role of churches and world religions in promoting peace and understanding was called, and the deliberations have been published in an issue of UNESCO *Studies on Peace and Conflict* (Vol. XII).

The classroom: a nursery for democracy

As a follow-up to the landmark 1974 Recommendation on Education for International Understanding, Peace, Human Rights and Fundamental Freedoms, UNESCO has redoubled efforts to spur development of international education at the national level. A more detailed version of an integrated plan on peace and human rights, containing specific examples of classroom exercises together with suggestions for new content and methods, is being prepared. Drawing on national or regional case studies provided by representatives of Algeria, Brazil, Colombia, France, Germany, India, Kuwait, Nigeria and the ex-USSR, this guide shows that there are hundreds of imaginative ways to foster cross-cultural understanding: foreign-language teaching, games, songs, field trips, International Day celebrations, newspaper clippings, research projects, and exchange visits.

UNESCO's 40-year-old Associated Schools Project (ASP) plays a major role in educating young people for a more democratic and tolerant future. This voluntary association – numbering more than 2,900 schools in 114 countries – encompasses institutions that range from pre-school to secondary level, including technical, vocational and teacher training institutions. During a two-year period they must develop an experimental project covering one of four themes: international cooperation, other countries and cultures, human rights, or the environment. Some of these end up being incorporated into mainstream programmes. Many of the schools have also signed up for a twinning programme that links institutions in the North with schools in the South.

During 1992 a new series of teaching materials aimed at multicultural education was launched. The first booklet is an invitation by Swedish school children to 'Come Visit our Country.' Subsequent booklets

Regular budget:	Extra-budgetary funds
$6,760,600	$1,900,000
Includes staff costs	

will present India, Morocco and Senegal. Another project, hosted by Finland in September 1992, brought together 400 students and teachers from all nine Baltic countries to discuss environmental problems around the Baltic Sea and what their schools were doing to address the problems. Also during 1992, UNESCO responded to requests from Albania, Czechoslovakia, Jordan, Syria and Turkey to help these countries develop their own Associated Schools projects. By the end of the biennium some 40 national coordinators should be in place.

An international network of research institutions and curriculum development centres for international education will be created. An especially stimulating partnership has sprung up through the Georg-Eckert Institute for International Textbook Research, based in Braunschweig, Germany. The Institute has long experience in advising on textbook revision and has been in the vanguard of innovative research. Recent bilateral textbook revision projects have sought to remove the 'wedges of animosity' and hostility towards other nations that have marred the content of so many post-war texts, especially in history. But there is now a concerted movement to avoid nationalistic bias, ideological language, stereotyping and 'villainization'.

Consolidating democracy: values and processes

For democratic reforms to take root, they require an environment that both shelters and nourishes them.

In democratic societies, citizens participate in the governing process and can affect policy through non-violent means.

UNESCO is working to create such
countries in transition to democrati
on the rule of law. Whether in A
America, central or eastern Europe, e
to help people learn how to be respo
make choices and to support democr
a culture of democracy, UNESCO f
tify those values and factors that
democratic societies: what are the i
ples, practices and procedures that f
civil societies?

In November 1990, UNESC
tute and Uruguay co-sponsored a conf
cratic Culture and Developments: T
Millennium in Latin America.' This
the Organization had addressed direc
democratic governance and developr
ence adopted the Declaration of M
forth terms of reference for consoli
processes. After Montevideo, an Int
on Culture and Democracy was conv
1991. It brought together major pol
and professional figures involved i
democracy in eastern Europe and the
Their testimonies about the trials a
making the transition highlighted the
look at the very nature of democracy
grappled with the problem of ho
between the institutions of democracy
and the attitudes, behaviour and expe
lated in the term 'citizenship' on the

During November 1992,
Tunisia sponsored an international co
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about the dilemma governments face i
the rate of political change is faster
ability to assimilate and sustain the
such a transitional period, new inst
freedoms are especially vulnerable.
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The results of UNESCO's re
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We the children...

An Associated Schools project has demonstrated that children can speak as forcefully as their elders when global issues are at stake. In October 1992 an Ibero-American Children's Encounter brought 60 ten-year olds from 14 countries to Costa Rica for an exchange of views and ideas on world problems. During their very lively discussions these young citizens touched on such sensitive matters as human rights, the plight of indigenous minorities, environmental issues, cultural identity, mass communications and peace. They concluded the meeting with the drafting of an Appeal to Heads of State in their home countries, calling unequivocally for a halt to deforestation, application of the Rights of the Child, increased assistance to ethnic groups – so they can live in peace and dignity – and television programmes that teach more positive values.

Tom
will
aspi

Promoting human rights

The right to basic education and literacy, the right to health and well-being, the right to information and the benefits of science and technology, the right to self-expression and a cultural identity – these are all different aspects of the fundamental freedoms upheld as human rights in the preamble to UNESCO's Constitution. Human rights education is a UNESCO priority, with the ultimate goal being to install a comprehensive system of human rights teaching and education for all citizens and populations, that extends from primary to university level and on to out-of-school education. In cooperation with a wide range of international partners, the Organization is helping to prepare teaching materials and curriculum changes that reflect human rights concerns and needs, and it is mounting training programmes for professional groups involved in human rights activities.

The Universal Declaration of Human Rights – along with the United Nations Convention on the Rights of the Child and other key instruments – are being translated into African and Asian languages. Various bibliographies, directories and teaching aids are being issued at regular intervals. These include: *Access to Human Rights Documentation*, a bulletin called *Human Rights Teaching*, a *World Directory of Human Rights Research and Training Institutions*, and an updated *Status of Major International Human Rights Instruments*, planned for 1993. A special *Manual on Human Rights*, destined for institutions of higher learning, is being prepared in conjunction with the United Nations Centre for Human Rights in Geneva. In addition, the production of various audio-visual materials to help train human rights specialists should complement the documentation and resource aids.

These activities will contribute to the 1993 Montreal Congress on Education for Human Rights and Democracy being organized by UNESCO in cooperation with the Canadian Commission for UNESCO and the United Nations Centre for Human Rights. By bringing together some 300 scholars and representatives of the world community of educators the event will give new impetus to education for human rights and democracy. Documents adopted by the congress – a World Plan of Action, a Declaration on Education for Human Rights and Democracy, and a Declaration on Academic Freedom – will be presented to the United Nations World Conference on Human Rights that meets in Vienna in June 1993.

UNESCO follows its own criteria and procedures for examining alleged violations of human rights within its sphere of competence. Having no judicial authority, it works instead through non-governmental channels and in cooperation with Member States. By this means, many well-known intellectuals, writers, journalists, scientists and human rights activists have regained their freedom or had the unlawful restriction of their professional activities lifted.

Promoting equality and tolerance

Since its founding, UNESCO has pledged to eliminate every form of discrimination: racism, prejudice, sexual exploitation, intolerance and exclusion. In June 1992, UNESCO inaugurated a series of top-level international conferences on the theme of intolerance, in cooperation with the Simon Wiesenthal Centre of Los Angeles. For two days, heads of state, leading religious figures and intellectuals examined the resurgence of antisemitism and similar destructive impulses based on hatred and lack of respect for one's fellow human beings.

Other activities during this biennium have targeted discrimination against people infected with AIDS, problems involving refugees and minority groups, and the status of teenage girls who are victims of abuse or violence. UNESCO's partners i include the World Health Orga Organization of African Unity tion of American States (OAS), European Communities (CEC), Economic Cooperation and Deve various non-governmental organ

Women and human r

Numerous activities are designe tion guaranteeing the equality of none exists, and to implement t in those societies where a legal nized, but where the practice falls cern is the need for an internatio itly stipulating that it is a huma sexual exploitation. UNESCO ha 1986 to make the international co of the problems involved. In Ma tional Federation for the Rights Government and the Internationa will meet in Brussels to discuss ment seems possible, a new Con sented at the 1994 International Beijing.

Federico Mayor: an appeal for tolerance

On 8 February 1993, UNESCO's Director-General spoke in Los Angeles at the inaugural ceremony of the Beit Hoshoah – Museum of Tolerance, built as a tribute to Simon Wiesenthal. In his personal capacity, he appealed to world leaders to place tolerance at the top of the agenda for building peace and democracy:

'I appeal to the world's Heads of State and Government, to Ministers and officials responsible for education at all levels, to mayors of all cities, towns and villages, to all teachers, to religious commitees, to journalists and to all parents:

• to educate our children and young people with a sense of comprehension towards other people, their diverse cultures and histories and their fundamental shared humanity;

• to teach them the importance of refusing viole peaceful mea disagreement

• to forge in feelings of al and respect t solidarity and on a sense of own identity to recognize dimensions o in different c social contex

In some countries, women do not know what their rights are, either because of cultural obstacles or because they lack the education that would give them access to this knowledge. The Institute for Mediterranean Women, based in Valencia, was created in 1992 to bring together women from the European and Arab regions for a multicultural exchange of ideas and experiences. The Institute will help draw up a charter concerning women in university research and teaching, and its Mediterranean-wide network will keep track of incidents involving discrimination or human rights abuses.

The 1992 'summer university' in Mamaia, Romania, is another example of women joining together to compare experiences and discuss their role in the struggle for equality. How, participants from eastern Europe wanted to know, does one move from a society in which women are protected by the state to a society in which individuals have far less security but are expected to make choices and assume responsibility for themselves? What emerged was a new sense of solidarity, and awareness that there is strength in association and the free flow of information. The Mamaia summer session began as an experiment, but the Romanian authorities have asked for it to be continued and hope to extend its reach to all countries around the Black Sea.

A final example of UNESCO support and recognition for women is the annual Festival in Fez around the theme of 'Arab Women and Creativity.' The 1992 event, devoted entirely to female writers and literary critics, drew 35 authors to Morocco and attracted wide press coverage. The Festival in Fez is a showcase for talent, but it also gives Arab female artists, filmmakers and writers the chance to participate fully and freely in cultural life. This is a first step to achieving equality.

Nelson Mandela, Frederick De Klerk, Henry Kissinger and UNESCO's Director-General, Federico Mayor, at a ceremony conferring the Felix Houphouët-Boigny Peace Prize.

Towards an apartheid-free world

In the past, UNESCO studies were aimed at discrediting the ideological bases of apartheid and at showing its negative effects on education, science, culture and information. The Organization also supported training programmes for South African refugees who sought asylum in other countries. Now that many leaders of national liberation movements, the African National Congress (ANC), the Pan Africanist Congress (PAC) and refugees have returned home, UNESCO's assistance has shifted to the deprived majority population inside South Africa and to those non-racial, democratic organizations struggling for fundamental changes within the country's own borders.

Together with the United Nations, it is supporting transition programmes that place human rights, racial equality and reconciliation squarely on the agenda for a democratic South Africa. Key personnel are to be trained for positions of responsibility in a post-apartheid society, and various workshops will look at policy options concerning education for all, culture, science and information in an open society.

At a time when economic systems, political boundaries and social institutions everywhere are in a state of flux, UNESCO retains an immutable faith in its mission: despite the obstacles and setbacks, to advance the cause of peace by promoting tolerance, understanding and equality.

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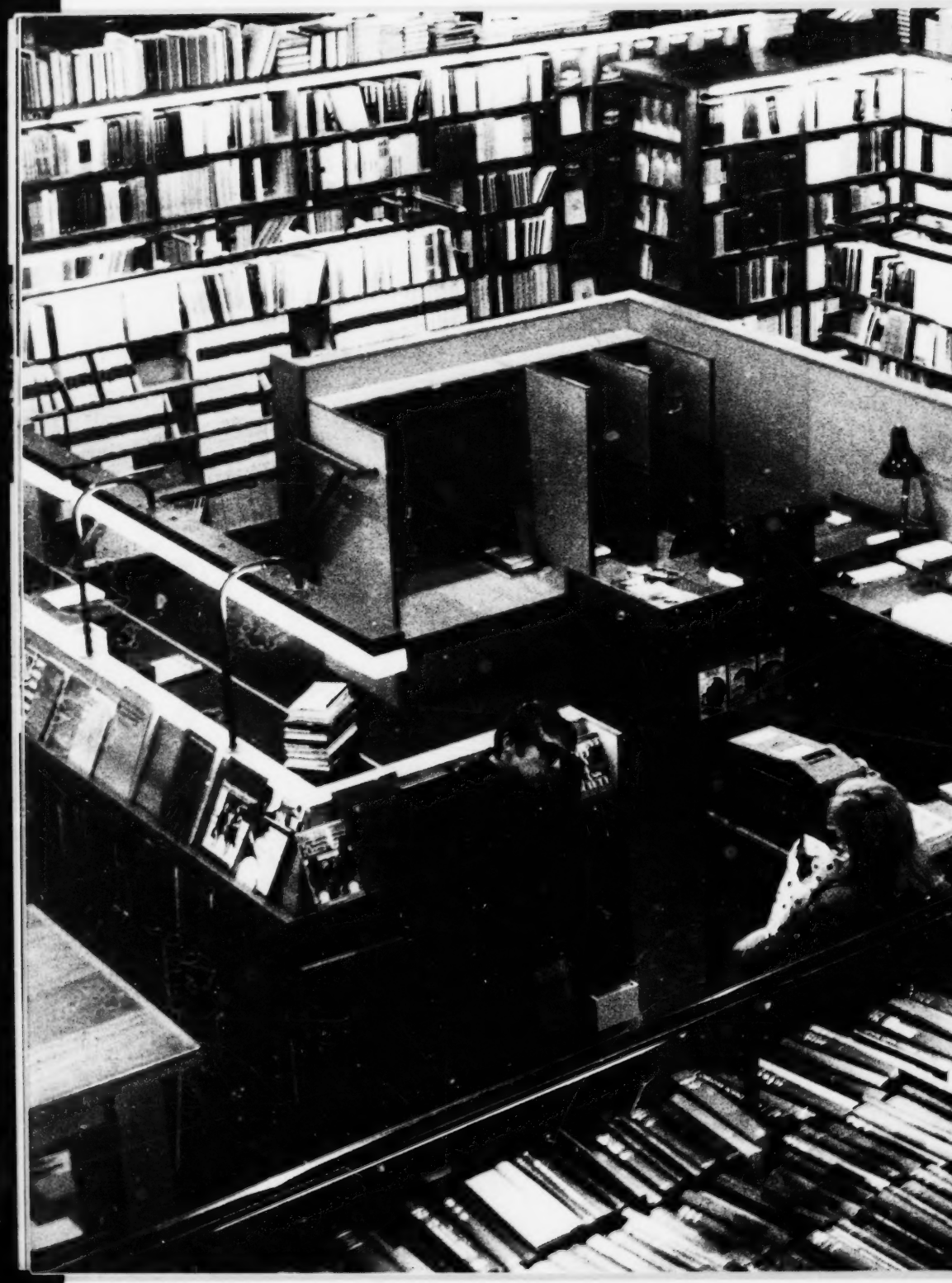


UNESCO advises Member States on developing their library and information systems.

THIS chapter gives an overview of UNESCO activities related to information services, libraries, archives, documentation systems and publications. Some of these activities provide support for UNESCO programmes in education, science, culture, communication, social sciences, peace and human rights. Others are the end-products of programmes in one of UNESCO's spheres of competence. Yet the activities have a common thread: they facilitate access to information across all fields; they promote the free flow of words, data and images, and they expand the capacity of Member States to exchange, store and use specialized information.

UNESCO's General Information Programme

The General Information Programme (PGI) was set up in 1976 to encourage international cooperation in sharing knowledge and know-how related to the processing and retrieval of specialized information. It combines professional and technical training, standard-setting and institution-building, particularly in developing countries. The exploitation of new technologies, the creation of databases, the setting up of national, regional and international networks, the importance of user-oriented systems and standardized procedures and terminology are relevant in every discipline, which is why UNESCO describes its General Information Programme as a 'transverse' programme.

UNESCO also encourages Member States to develop national guidelines and to think about legal questions and copyright considerations arising from the commercial exploitation of copied documents. During the past five years, it has helped 22 countries establish national information policies, and set up 5 regional networks and 8 specialized information networks.

Some of the networks, like the one in the Asian region known as ASTINFO, revolve around a hub institution. In this case, the National Library of Australia provides low-cost printed materials to ASTINFO member countries through its document supply service. During 1992-1993, training workshops in the Asian region are helping countries develop their own national document delivery services. Elsewhere in Asia, the national library of Thailand is hosting a series of courses on how to access documents carrying ISSN (International Standard Serials Numbers) attribution. The project teaches on-line skills and also builds regional cooperation.

The science and technology component can be found in database linkups and information nodes such as the Asian Pacific Information Network for Medicinal and Aromatic Plants (APINMAP), the Pan-African Network for a Geological Information System (PANGIS), or the Regional Centre for Scientific and Technological Information for Latin America and the Caribbean, in Venezuela.

Most of the networks function along similar lines. For instance, the Science and Technical Information Network (INTERNET), established in 1987, links 67 universities and research institutions in some 10 countries. INTERNET gathers and disseminates information on flood management, earthquake risks, hazardous wastes and technology transfer.

Setting standards, harmonizing procedures

Developing international standards for the exchange of information is one of UNESCO's goals. To this end, UNESCO develops, disseminates and/or promotes the use of normative and technical tools and software packages. These include, for example, the Common Communication Formats for Factual Information (CCF/F) and for Bibliographic Information (CCF/B), International Standards for Archival Descriptions, and the International Serials Data System. To date, some 500 guidelines and teaching packages have been issued. The software packages CDS/ISIS and IDAMS, developed and continuously updated by UNESCO, are widely used.

Libraries for literacy, education and community development

Improving the organization, management and functioning of libraries is another major objective of UNESCO. During the present biennium, particular emphasis is being placed on helping public libraries and community information services to meet the information and education needs of the general public. UNESCO develops guidelines and provides training to librarians in the developing countries. UNESCO also emphasizes the promotion of twinning and networking of libraries, so as to encourage mutual co-operation and the exchange of publications or staff. A major development in this regard is the UNESCO Network of Associated Libraries (UNAL), which numbers 62 members: 24 in Africa, 17 in Asia, 11 in Latin America, 5 in the Arab States and 5 in Europe. UNAL is making a special effort during this biennium to attract more European institutions from both East and West, in order to develop twinning arrangements and information exchange.

The 1992-1993 programme also supports schemes for donating scientific books and journals to developing countries, and subsidies to help needy institutions procure scientific literature at a price they can afford. UNESCO's partners are the Third World Academy of Sciences (TWAS) and the International Council of Scientific Unions (ICSU). A database that can match offers with demands for donations has been set up to help direct contacts between potential donors and recipients.

Some examples of activities undertaken to help improve library facilities in the Member States include: reorganization of the national library of Nepal; modernizing libraries in Romania; establishing a national library and archives in the Seychelles; and computerizing the documentation centre for radio and television in the Congo.

When manuscripts are lost or destroyed, so is a part of the past.

61

National collections should be stored in places that are free of insects and subject to climate control.

62

Archives: preserving a heritage

The same criteria used to preserve the world's cultural heritage are being extended to printed works. Today, modern photographic methods and computer technology allow us to reconstitute documents and produce copies that are as good as the original and much less fragile. They can be stored in image banks or databases, processed, and made available for consultation to a large audience without any risk to the original.

In a project called 'Memory of the World', launched in 1991, UNESCO seeks to identify those documents or collections worthy of preservation; to mobilize whatever technical knowledge and conservation techniques are needed to preserve and then restore this heritage; and, once saved, to encourage the greatest possible access to the records. In this context, a 1992 mission to Prague recommended transferring some of the national library's 10,000 rare manuscripts, 5,000 incunabula and other treasures with the help of compact disc technology.

Through its Archives and Management Programme (RAMP), UNESCO works closely with non-governmental organizations like the International Council on Archives (ICA) to establish normative tools. A Statement of Principles regarding Archival Descriptions was approved at the 1992 International Congress on Archives, held in Montreal, and covered non-paper

media such as film and sound, as well as traditional paper archives.

A RAMP survey of the archival situation in Africa is under way. Each country profile evaluates legal, administrative and human resources, infrastructure and training needs. Once the findings are analysed, UNESCO will assist Member States in drawing up conservation plans and arranging bilateral agreements to supply equipment and training for documentalists. In doing so, UNESCO benefits from the experience and authoritative recommendations of professional associations such as the International Federation of Library Associations (IFLA), the International Federation of Information and Documentation (FID) and the International Council on Archives (ICA).

UNESCO as publisher

With more than 8,000 titles to its credit, not including translations into 80 languages, UNESCO is a very unusual publisher. UNESCO publications, which are most often a means of programme execution, reflect the full range and variety of the Organization's concerns, from architecture to zoology, and from anthologies to vegetation maps. Some 100 book titles are added to the sales catalogue each year, not counting all the documents and reports issued for free distribution to specialized audiences.

Most UNESCO works are intended for academic audiences and consist of monographs, research papers and reference volumes which have small print-runs. Others are considered classics the world over. *Study Abroad*, now in its 27th edition, is a unique, reasonably priced guide to international fellowships and training courses in a hundred countries. *Learning to Be*, first published in 1972, is still available in 21 languages. The *New Unesco Manual for Science Teaching* has become a best-seller in 27 languages, and the *Statistical Yearbook* is a 'must' for libraries needing reliable data on education, the sciences, culture and communications. UNESCO's *Index Translationum* is unique.

Probably the most widely known of all UNESCO publications is the illustrated monthly magazine, the *UNESCO Courier*. It is produced in 35 language editions plus Braille. Other major periodicals are devoted to copyright questions, education, the environment, social sciences, museums, and science and society – and also appear in different language editions. In addition to these quarterlies, many bulletins and newsletters serve the information needs of more specialized programmes and audiences.

Some of the information generated by UNESCO is collected on databases. During 1993, six of these should be available to users through the purchase of a single compact disc:

- UNESBIB: a bibliography of all documents and publications produced by UNESCO;
- IBEDOCS: a specialized bibliography related to educational development, innovation, organization and literacy;
- ICCOMOS: a bibliography for museology, including the theory and practice of conservation;
- DARE: a listing for the social sciences;
- ENERGY: database listing institutions concerned with new and renewable energy sources; and
- UNESDATA: a listing of the different databases available within UNESCO.

Last but not least, it is worth mentioning that UNESCO's message is also conveyed to the outside world through a variety of other media outlets. The Organization distributes musical recordings on compact disc and cassette and produces radio, television and video programmes. A whole catalogue of audio-visual materials is available on request. There are stamps, commemorative medals, posters, photographs and public information brochures designed for schoolchildren and knowledgable adults. A press service dispatches news and feature articles around the globe.

Conclusion

THIS brochure has presented highlights from the 1992-1993 programme that answer the question, 'What does UNESCO do?'

UNESCO's mission is a grand one: to build a world of peace and tolerance through international cooperation in education, science, culture and communication. The task is arduous and comprised of many small actions in the world whose cumulative effect may spell progress: conserving the collective memory of humankind, democratizing education, protecting intellectual property, safeguarding cultural identity, preserving the world's natural and cultural treasures, fostering literacy, training teachers, promoting human rights and peace, setting up ocean observation systems, alerting populations about tidal waves and earthquakes, encouraging sustainable development and sound environmental practices, translating literary masterpieces, providing access to information, sharing knowledge, and advising decision-makers.

UNESCO reflects the common concerns of 170 Member States, which meet every two years to set priorities and vote a budget. In designing and implementing its programme, it benefits from the advice and assistance of partners from every walk of life – individuals, communities, institutions and governments, for all over the world, millions of men, women and children are involved in activities and networks that support UNESCO's ideals.

UNESCO's greatest resource is people. As long as there are people who share a sense of common purpose and commitment to universal values, there is hope for a better future.

Budget summary 1992-1993

Regular programme
(as voted by the Member States)

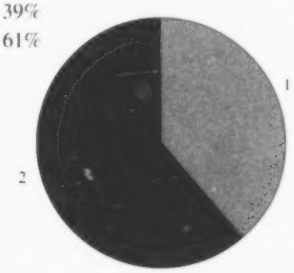
$444,704,000

Extra-budgetary resources

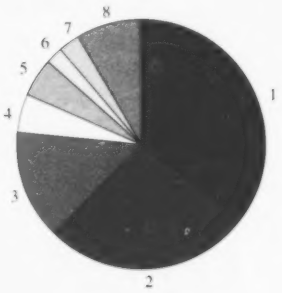
$246,775,000

Breakdown by type of expenditure
(including extra-budgetary programmes)

1 Staff costs 39%
2 Other costs 61%

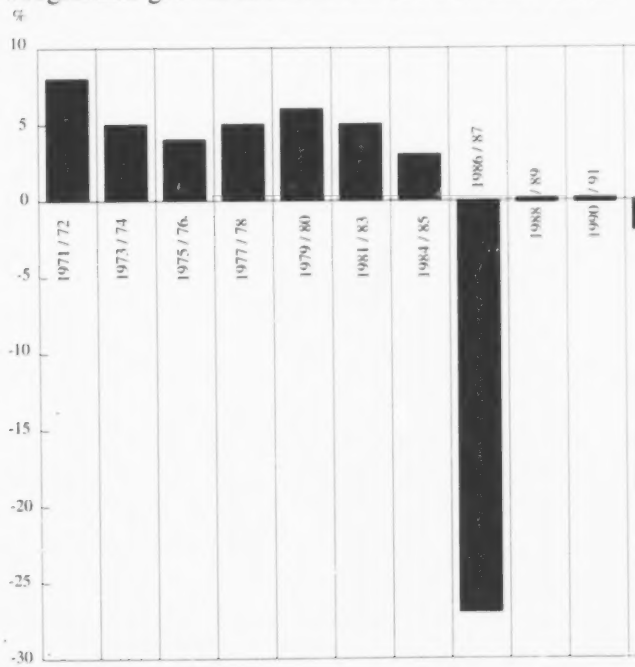


Breakdown by major programme area



1	Education	35%
2	Science	27%
3	Culture	14%
4	Communication	5%
5	Social Sciences	5%
6	Development	2%
7	Peace and human rights	3%
8	Transverse programmes	8%

Programme growth in real terms 1971/72 to 1992/93



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